DOCUMENT RESUME

ED 214 405 FL 012 881

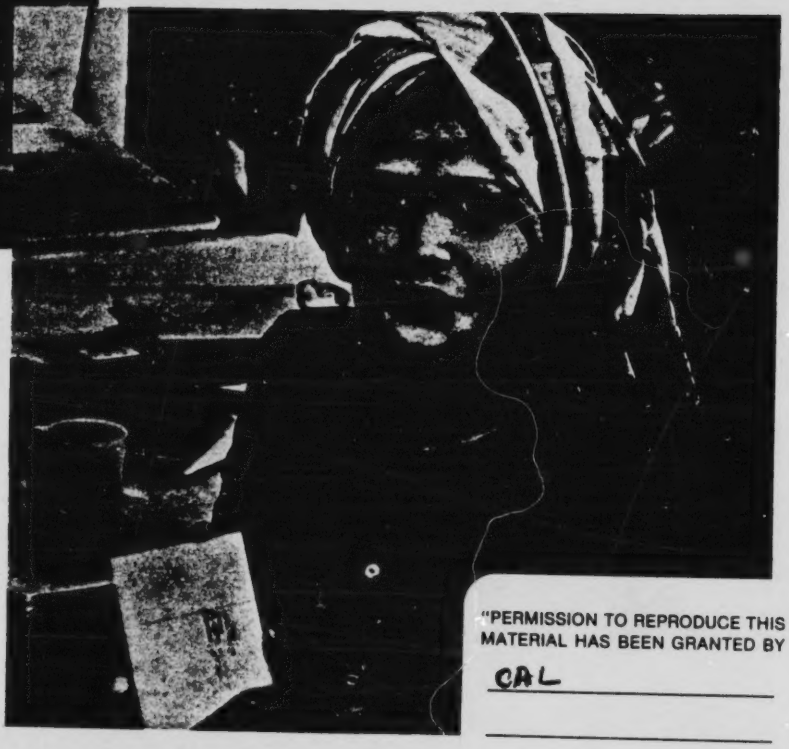
TITLE	A Future for Us All. A Resource Guide for Refugee Women's Program Development.
INSTITUTION	Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.
SPONS AGENCY	Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE	81
GRANT	96-P-10002-3-01
NOTE	135p.; Product of a workshop sponsored by the Language and Orientation Resource Center, Center for Applied Linguistics (April 30-May 1, 1981).
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Community Action; Community Resources; *Females; Financial Support; *Human Services; *Needs Assessment; *Program Development; *Refugees; *Self Help Programs

ABSTRACT

This guide, largely a product of the Language and Orientation Resource Center's (LORC) "Working Session on Program Development for Refugee Women," is a resource for use by refugees and by persons and organizations working with refugees. The main part of the guide is divided into five sections: (1) an introduction to recent attention to them, and a discussion of current recent attention to them; and a discussion of current directions of refugee resettlement in the United States; (2) identification of needs and resources, including assessment of both individual and program needs; (3) self-help activities, including an overview of them and a discussion of various kinds of advocacy and organizational questions related to self-help activities; (4) components of program design, including existing models, human resources, creating the environment, and collaboration with existing community resources and fundraising; (5) summaries of individual programs including their addresses; and (6) samples and reproductions of program materials. The guide concludes with a selected bibliography and a list of participants in the LORC workshop. (AMH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED214405



A FUTURE FOR US ALL

A Resource Guide for Refugee Women's Program Development

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

FL 012 881

CAL
Center for Applied Linguistics

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

CAL

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

© Copyright 1981
Center for Applied Linguistics
3520 Prospect Street, NW
Washington, DC 20007

TABLE OF CONTENTS

I. INTRODUCTION

A. How to Use the Guide

B. Overview of Refugee Women's Needs and Recent International Attention to Them

C. Refugee Resettlement in the U.S.: Current Directions and The Implications for Program Development for Refugee Women

II. NEED AND RESOURCE IDENTIFICATION

A. Assessing the Individual Refugee Women's Needs

B. Range of Needs, Clients and Services

III. FACILITATING REFUGEE WOMEN'S SELF-HELP ACTIVITIES

A. Overview of Self-Help

B. Cambodian, Lao and Vietnamese MAA Development

C. New Refugee Women's Self-Help Activities

D. Organizing Refugee Women's Self-Help Activities

IV. COMPONENTS OF PROGRAM DESIGN

A. Existing Program Models

B. Overview of Program Components

C. Human Resources: Staff and Volunteer Development

D. Creating the Environment: Setting, Methodology and Materials

E. Community Resources: Collaboration and Fund Raising

V. INDIVIDUAL PROGRAM SUMMARIES

VI. SAMPLE PROGRAM MATERIALS

VII. SELECTED BIBLIOGRAPHY

VIII. PARTICIPANT LIST to the "Working Session on Program Development for Refugee Women," sponsored by LORC-CAL, April 30-May 1, 1981

PREFACE

The Language and Orientation Resource Center acknowledges that this publication results in part from a grant from the Office of Refugee Resettlement, Department of Health and Human Services. The information for this guide is primarily due to the individuals involved in our "Working Session on Program Development for Refugee Women," April 30-May 1, 1981. We greatly appreciate the efforts of the following participants: Claudine Ajeti, DSHS California; Pat Barnes, Cuban Refugee Program, Virginia; Diana Bui, Indochina Refugee Action Center, Washington, DC; Margaret Carpenter, Office of the U.S. Coordinator for Refugee Affairs, Washington, DC; Nguyen Kimchi, ORR/HHS, Washington, DC; JoAnn Crandall, Center for Applied Linguistics, Washington, DC; Lani Davidson, Equity Policy Center, Washington, DC; Charlene Day, Center for Applied Linguistics, Washington, DC; Boi Hang, Indochina Refugee Action Center, Washington, DC; Cuc Huynh, Vietnamese Women's Association, California; Yani Rose Keo, Catholic Charities, Texas; Bok-lim C. Kim, Indochinese Service Center, California; Vann Thann Meng, Indochinese Community Center, Washington, DC; Lien Pham, Catholic Charities, Louisiana; Tran Thi Phuong, Vietnamese Women's Association, Washington, DC; Estelita F. Reny, Center for Applied Linguistics, Washington, DC; Angela Rodriguez, Spanish Family Guidance Center, Florida; Sovathary Hum, Cambodian Women for Progress, Inc., Washington, DC; Ruth Segal, Committee on Rights and Responsibilities of Women, HHS, Washington, DC; Linda Turner, Center for Applied Linguistics, Washington, DC; Somchanh Vinaya, Lao Family Community, Virginia; Carrie Wilson, Indochinese Cultural and Service Center,

Oregon; Ellen McGovern, ORR/HHS, Washington, DC; and Evelyn Lee, ADAMHA, Maryland. We would also like to extend special thanks to Kathy Do, ORR/HHS, Washington, DC and Deborah McGlauflin, Indochina Refugee Action Center, Washington, DC for their involvement in this cooperative effort.

We appreciate the assistance of Maria Hutchinson, UNHCR, Washington, DC, for obtaining complimentary UNHCR posters and photographs. Photos at Lao Family Center are courtesy of Alcy Frelick, Center for Applied Linguistics, Washington, DC.

I
INTRODUCTION

A. How to Use The Kit

In April 1981, the Language and Orientation Resource Center (LORC) of the Center for Applied Linguistics (CAL) convened a two-day "Working Session on Program Development for Refugee Women." The participants included 25 women from around the U.S. who are resettlement practitioners with experience in the planning and development of program services for refugee women.

The purpose of the meeting was to move beyond the discussion of needs and issues concerning refugee women to the production of a practical resource for local program development by drawing upon existing expertise and programs. The agenda of the meeting included the following:

- A review of the progress made to date--both domestic and international--in identifying refugee women's issues, and in convening meetings and producing resolutions to address them;
- A review of existing program services for Cambodian, Lao, Vietnamese, Cuban and Haitian women resettled in the U.S.;
- An examination of program service gaps and underutilized resources;
- An exchange of information about critical components in program development;
- A discussion of strategies for facilitating the development of refugee women's self-help activities; and
- An exchange of methodologies and program materials.

This guide is the product of the workshop and is intended for use by local resettlement practitioners, refugees, sponsors and other volunteers, women's groups, and human service providers who are interested in developing programs to serve refugee women or advocating

on behalf of their special needs. Two basic beliefs shared by all the workshop participants summarize the philosophy behind program development for refugee women and are themes throughout the guide. First, special program attention is needed because many refugee women resettled in this country find that they are unable to maintain their accustomed roles and relationships, let alone to influence the direction of their new lives. Their personal physical and emotional health and their family stability are greatly jeopardized. Second, although refugee women may have special needs, they also have special resources that they themselves can bring to bear on solving their family and personal problems. In short, they demonstrate tremendous potential for self-help that need only be supported and facilitated by their host American communities.

The contents of this guide can be used in a number of ways:

- The descriptions of existing programs, analysis on the critical components of program design and development and sample program materials can serve as the basis for local program development and networking across the U.S.
- The detailed descriptions of the domestic post-resettlement needs of refugee women and the selected bibliography can be used as the basis for local education and advocacy efforts.
- The description and analysis of self-help efforts can be used to promote and facilitate the development of refugee women's self-help groups and activities.
- The summary of major meetings, resolutions and papers can be used to document refugee women's needs when writing proposals, to seek funding for refugee women's programs.

The guide is divided into the following seven sections for easy use:

- INTRODUCTION
- NEED IDENTIFICATION
- FACILITATING REFUGEE WOMEN'S SELF-HELP ACTIVITIES
- COMPONENTS OF PROGRAM DESIGN
- INDIVIDUAL PROGRAM SUMMARIES
- SAMPLE PROGRAM MATERIALS
- SELECTED BIBLIOGRAPHY

B. Overview of Refugee Women's Needs and Recent International Attention on The Status of Refugee Women

Recently, much attention has been given to the special needs of refugee women in both first asylum and permanent resettlement situations. The fact that many refugee streams are predominantly female and that the percentage of households headed by women is often very high has led the United Nations High Commissioner for Refugees (UNHCR) to designate refugee women as a particularly vulnerable segment of the world's growing refugee population. There has been a series of international meetings addressing this issue, including the World Conference of the UN Decade for Women (Copenhagen, July 1980), the UNHCR Workshop on Integration of Refugees from Indochina in Countries of Resettlement (Geneva, October 1980), and the Intergovernmental Committee for Migration (ICM) Seminar on the Adaptation and Integration of Migrant

and Refugee Women (Geneva, April 1981). These meetings have recognized the double disadvantage faced by refugee women in which the inherent vulnerability of refugee status is compounded by their vulnerability as women in a world which commonly denies them legal and socio-economic security or status independent of men. This double disadvantage has long-term consequences for the survival and well-being not only of refugee women themselves, but also of the families dependent upon them. The meetings have also resulted in increased documentation and awareness of the specific inequities and injustices suffered by refugee women and have produced a body of recommendations and resolutions to direct private, governmental and intergovernmental bodies in addressing their special needs.

However, programmatic attention to the needs of refugee women continues to be inadequate. Some progress has been made in the United States, specifically in response to the post resettlement integration and adaptation needs of Cambodian, Lao and Vietnamese women. This progress can be largely attributed to the overall success of Indochinese resettlement in the United States, which has allowed for eventual attention to a wide range of sub-population needs, including those of women, children and youth, the elderly, the handicapped, rural and pre-literate peoples. Consequently, although there is no reliable data base on Southeast Asian refugee women, there have been several need assessments and some programs can be found at the local level that attempt to meet the following commonly identified needs:

- Vocationally-oriented programs and support services (such as daycare and transportation) for refugee women who have head-of-household responsibilities;
- Orientation, language training, social activities and support services for homebound, isolated refugee women;
- Health and family planning services;
- Domestic violence counseling and intervention;
- Rape counseling;
- Grief and loss therapy; and
- Acculturation counseling (including sexuality and career counseling for adolescent girls, as well as divorce and intergenerational stress counseling) and cultural preservation and integration activities (including craft cooperatives).

Existing programs for refugee women in the United States of which the majority are for Southeast Asian refugee women, are typically small, overburdened, and continually struggling to transcend the limitations of inadequate staffing, funding, planning and training resources. Furthermore, it is important to note that there has been relatively little progress in assessing or serving the post-resettlement needs of Cuban and Haitian entrant women or many other groups of refugee women in the United States. Consequently, most of the materials and approaches used as specific examples in this kit are derived from the limited programs that are now available for Southeast Asian refugee women. The general principles and program components described, however, apply to any refugee

population resettled in the U.S.

As domestic resettlement enters a period of decreasing federal support, and as competition for funding increases at the local level, the progress made to date in refugee women's programming is in serious jeopardy. At the CAL workshop, practitioners involved in refugee women's program services were concerned that this program area is still viewed by many as of secondary importance to the stated goal of domestic resettlement--refugee attainment of self-sufficiency--in spite of evidence to the contrary. There was clear recognition of the need for increased coordination and communication, the setting of service priorities, clarification of roles to avoid gaps and duplication of services, identification of alternative resources and successful program models, increased data collection efforts, and attention to the transferability of issues and existing program approaches to women in future or currently under-addressed populations being resettled in the U.S. (Haitian, Cuban, Afghan, Ethiopian).

C. Refugee Resettlement in the U.S.: Current Directions and Their Implications for Program Development for Refugee Women

Program development for refugee women cannot succeed unless it is informed by the issues and resources of the large and complicated network that has emerged to deliver services to refugees resettling in the U.S. At this time, resettlement efforts can be described as a public/private partnership at all levels of the refugee program.

Funds to resettle a refugee in the U.S. are appropriated by the U.S. Congress and given to the State Department to administer. The State Department, in turn, contracts with 14 private voluntary member

agencies which cooperate under the auspices of the American Council of Voluntary Agencies (ACVA) to perform various resettlement services. Upon arriving in the United States, refugees are introduced to sponsors (individuals, families, churches, or organizations) who have been secured for them by a voluntary agency. The agencies, in conjunction with the sponsor, offer refugees various services such as reception at the airport, initial lodging, food, clothing, emergency medical and dental services, counseling, and sometimes distribution of pocket money.

The Office of Refugee Resettlement (ORR) in the Department of Health and Human Services (HHS) oversees the provision of cash assistance and social services to refugees in the "post initial resettlement" period. Most of this money goes to reimburse state governments for all cash assistance (welfare), medical assistance (Medicaid and Medicare), and Title XX social service costs that were provided to refugees by a variety of State and local agencies, both public and private. Most refugees are entitled to the same welfare, medical assistance, and social services that are provided to American citizens, but in order to alleviate the financial burden placed on State governments, HHS provides 100% reimbursement for assistance to refugees for a limited period of time.

Within the past year, refugee self-help groups or Mutual Assistance Association (MAAs) have been recognized for their ability to provide resettlement services and were awarded some federal funds which allowed 22 such associations to provide services complementing existing programs for refugees in their communities.

The refugee women's programs described in this kit have, in the past, received support from some of the funding sources described above. Some voluntary agencies have used privately-raised funds to assess the needs of the women they have resettled and to develop pilot projects. Other refugee women's programs have received State contracts to provide English-as-a-Second Language (ESL) and orientation services, often supplemented by Title XX reimbursements for daycare and transportation. One program has received a demonstration grant directly from the Office of Refugee Resettlement. Foundations have also been increasingly supportive.

However, federal funding for refugee resettlement is being sharply cut back, and service providers at the State and local levels are re-evaluating service priorities and developing new funding strategies. It is clear that funding options will soon be much more limited, that it will not be possible to provide all services to all refugees, that priorities will have to be set, and that there will be a great need for creative approaches to funding and service delivery.

Individuals seeking to develop programs for refugee women should be aware of these current directions in refugee resettlement and should attempt the following:

- Become involved in state and local planning efforts to insure that the service priorities set do not effectively discriminate against refugee women (for example, a focus on services to the "head of household" can be dangerous unless mechanisms are put in place to insure that refugee men are not automatically assumed to be the head of household and that women are assessed and, where merited, targeted for special attention); i.e., develop an advocacy role and promote equity in existing programs for refugees.

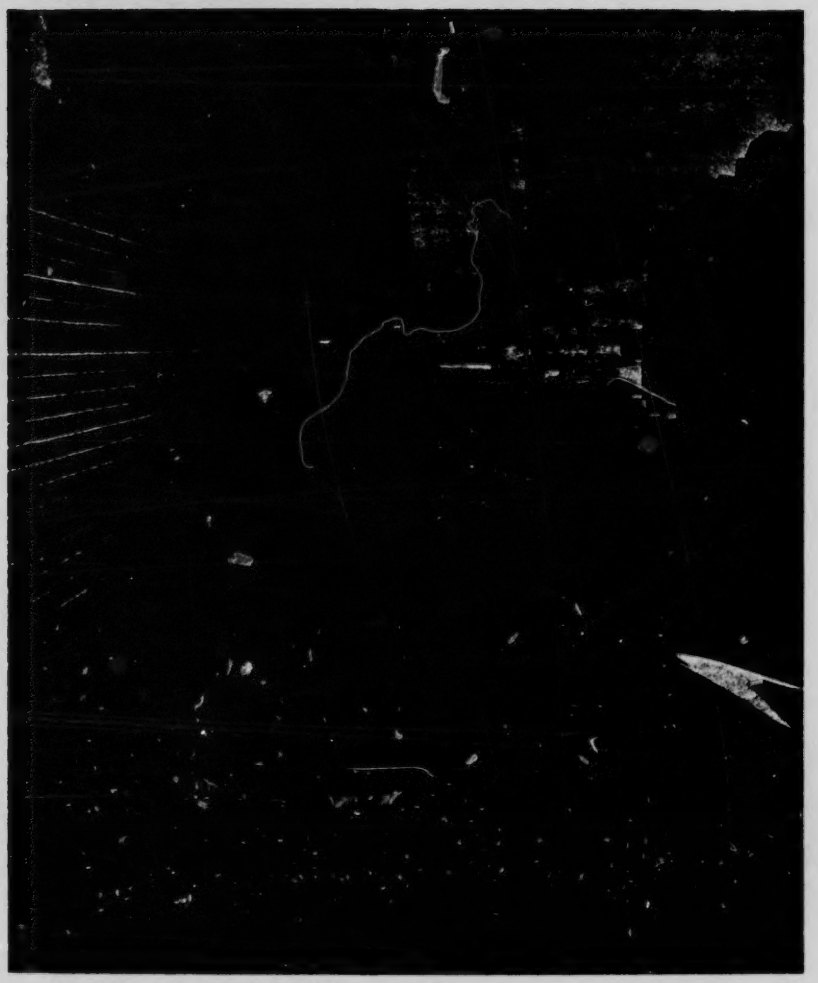
- Seek to educate and involve groups and resources that have not been part of the resettlement network (such as women's organizations).

- Be aware of the broad range of existing agencies and services in order to avoid duplication, and carefully prioritize refugee women's special program needs in light of service gaps in the system and in light of the goal of self-sufficiency.

- Involve refugee women themselves at each stage of planning and program development and emphasize self-help whenever possible.

IMPORTANT MEETINGS HELD AROUND REFUGEE WOMEN'S ISSUES AND PROGRAMS

DATE	MEETING	PLACE	CONVENOR(S)	SCOPE AND FOCUS	PAPERS	RESOLUTIONS	MATERIALS	CONTACTS & ADDRESSES
July 14-30, 1980	World Conference of the UN Decade for Women	Copenhagen, Denmark	UN General Assembly	Committee on "the situation of women refugees the world over"	Yes	Yes	No	Margaret Carpenter Office of U.S. Coordinator for Refugee Affairs Washington, DC
Aug. 15-18, 1980	Asian Pacific American Women's Conference	Washington, DC	Organization of Pan-Asian American Women	Workshops on Indochinese/Asian Refugee Women in U.S. -- Literacy, voc. ed., program, employment	Yes	Yes	No	Jo Uehara Natl. Bd., YWCA 1629 K St., NW Washington, DC 20006 Suite 700
Sept. 29-October 3, 1980	Workshops on Integ. of Ref. from Indochina in cos. of resettlement	Geneva, Switzerland	United Nations High Commission on Refugees	Sub-groups on devoting attention to refugees with special needs--resource needs of Indochinese women	Yes	Yes	Yes	Margaret Carpenter (see above)
Dec. 10, 1980	Panel on Women Refugees and Immigrants--Dom. & Intl. Applications	Washington, DC	Washington Area Group on Immigration Research/Intergovernmental Committee on Mig.	Migrant & refugee women in the US, Australia and Third Wld. (Prep. activity for April Seminar)	Yes	No	No	Gretchen Brainerd ICM, Washington Off. 1346 Conn. Ave., NW Washington, DC 20036
Feb. 10-11, 1981	CA. Consultation on the Dom. Resettlement of Refugees	Redondo Beach, CA	US Coordinator's Office ORR/HHS	Workshop on Refugee women's issues, regional focus	No	Yes	No	Deborah McGlauflin Indo. Ref. Action Ctr 1424 16th St., N Suite 404 Wash., DC 20036
April 6-10, 1981	5th Seminar on Adoption and Integ. of Perm. Immigrants	Geneva, Switzerland	Intergovernmental Committee on Migration	Comm. on the specific probs. of ref. and immigrant women, govt. and inter-govt. agency focus	Yes	Yes	No	Gretchen Brainerd (see above)
May, 1981	Workshop on: Teaching Refugee Women: A Cross-Cultural Approach	Washington, DC Portland, OR Tampa, FL St. Paul, MN Beaumont, TX	Indochinese Cultural and Service Center (ICSC)	Work. on loc. Portland ICSC Proj, ESL & Orien Method; mat, Indo-spec	No	No	Yes	Carrie Wilson Indo. Cult Serv. Ctr. 3030 SW 2nd Ave. Portland, OR 97201
April 30-May 1, 1981	"Working Session on Program Development for Refugee Women"	Washington, DC	Center for Applied Linguistics	Prog. dev. for Indo, Cuban, Haitian women in US; focus on loc. help	No	No	Yes	Charlene Day Estelita Reny CAL/LORC; 3520 Prospect St., NW Washington, DC 20007



II
NEED AND RESOURCE IDENTIFICATION

A. Assessing the Individual Refugee Woman's Needs

The seven need areas outlined in the introduction and addressed in more depth in this section should be viewed only as a broad framework for guiding a local assessment process. Throughout the workshop, participants repeatedly emphasized the identification of individual needs as the basis for designing appropriate programs.

It should not be assumed that all refugee women are in need of special assistance; nor should it be assumed that a woman's needs will remain the same over time. Therefore, periodic assessment is important.

It will be necessary to consider the following factors when assessing an individual refugee woman's needs and resources:

- Ethnicity and cultural traditions;
- Educational level and literacy;
- Age/generation;
- Marital/parental status;
- Urban/rural background and socio-economic status;
- Life and work experience before becoming a refugee; and,
- Circumstances of flight from home country.

A sensitive methodology is required for assessing the needs of a refugee woman. A face-to-face interview in the woman's native language using female bilingual staff is ideal. The interview should be conducted in a private, non-threatening setting away from other family members, and all information should be kept confidential. The methodology should be designed to include questions assessing both the woman's personal

needs and resources, as well as those related to her roles and relationships vis a vis other family and community members. Finally, it should be able to identify both "felt" and "unfelt" needs--that is, needs that are unperceived as well as those that are perceived by a refugee woman.

The data gained from a local assessment is very valuable in and of itself, considering the general lack of data on refugee women, and it should be shared. The analysis of the data is the next step. The needs should be grouped and prioritized and their corresponding groups defined.

B. Assessing Existing Resources

Once the above assessment has been completed, a list of local resources should be compiled as the first step towards determining appropriate service providers. In some cases, refugee women's needs might be best met by existing program services (either general or refugee-specific), and small information and referral functions might provide the link.

But when existing services are inadequate or insensitive to women's needs or ethnic differences, there are two possible courses of action:

- Advocacy and education to make existing programs accessible and sensitive to refugee women (this might involve special training for health and mental health professionals and educators, loans of bilingual staff, etc.); and
- Program development to address outstanding needs where there are clear service gaps.

In short, beginning a new and separate program should be viewed as a last resort. On the other hand, the concept of service provider needs to be broad enough to include those groups that have not been involved in resettlement but have resources that can be brought to bear upon

refugee women's problems.

The following chart is an example of what a local need and resource assessment might produce.

REFUGEE WOMEN'S NEEDS AND SERVICE AREAS

NEED AREAS	CLIENTELE	RANGE OF APPROPRIATE SERVICES
1. Women with head-of-household responsibilities • support to female principal family providers • support to female supplementary wage-earners	Women who are separated, divorced, widowed or abandoned; single women with dependents; situational female heads of household	Comprehensive orientation and vocationally-oriented ESL; assessment, vocational counseling and training; skills recertification job placement, child care, transportation and/or driver education
2. Homebound, isolated women • minimization of physical danger to women unfamiliar with new, technological environment • prevention of stress caused by women lagging behind other family members in adjusting	Mothers with pre-school children, elderly and handicapped women, women resettled in geographically and/or culturally isolated areas, women with little or no education or work experience	ESL and orientation to home management and urban survival, parenting skills, daycare and transportation, supplementary income opportunities, (such as craft production and sales)
3. Health care • preventive education around family and personal health • familiarization with emergency procedures	All women (with involvement of other family members); special attention pregnant women, new mothers, rape victims, adolescent girls	Orientation to medical systems and procedures in the U.S.; family planning services; translation of health materials; transportation and interpretation services, nutrition supplements
4. Domestic violence counseling • prevention of spouse abuse and child abuse or neglect • culturally appropriate intervention and mediation	All married women (with spouse's involvement) and women with dependents; special attention to female victims	Orientation to relevant U.S. law and norms; counseling and intervention; mediation in community/police relations involving domestic violence incidents; peer support networks
5. Rape counseling • emotional support to victim • prevention of rape	All women, with special attention to victims and their husbands (all men should be involved in orientation prevention sessions)	Peer support and counseling for victims and husbands; orientation to relevant U.S. laws and norms; education about rape prevention and emergency procedures
6. Grief and loss therapy • support to adjustment to separation and assumption of new responsibilities • alleviation of physical and mental long-term stress reactions due to trauma	Bereaved women and their family members with special attention to women left alone	Counseling and peer support; assistance with appropriate religious services; information and referral to other needed services in support of family transition
7. Acculturation counseling • preparation for intrapersonal cultural conflict • anticipation of interpersonal conflict (changes in roles and relationships)	All women, especially adolescent girls, single young women, and women with children	Sexuality and career counseling for adolescent girls and single young women, counseling on marital and intergenerational stress, acculturation process counseling, peer support networks, cultural preservation and integration activities

III

FACILITATING REFUGEE WOMEN'S SELF-HELP ACTIVITIES

A. Self-Help Resources

Throughout its history, the U.S. has benefited greatly from the tradition of self-help perpetuated by wave after wave of refugee and immigrant groups as they have organized to offer psychological, socio-cultural, economic and political support to their respective communities. Recently, there has been widespread recognition of the critical role played by Cambodian, Lao, Vietnamese, Cuban and Haitian organizations at both the national and local levels in assisting the resettlement of large numbers of new arrivals.

Self-help activities typically become more focused and formalized over time. It is important that anyone interested in developing programs for refugee women in a community be aware of existing self-help groups and their spheres of activity. These groups can be an invaluable resource in numerous ways:

- Assisting assessment effor.
- Building refugee community support for and participation in the program;
- Directly providing or collaborating to provide program services; and
- Advising non-refugee providers as to appropriate setting, staffing and methodologies.

The evolution of Southeast Asian refugee self-help groups or Mutual Assistance Associations (MAA's) is presented here as an example of refugee community initiatives in addressing women's needs. These initiatives are extremely creative, cost-effective, and culturally sensitive. Similar activities must continue to be encouraged and supported by American host communities.

B. Cambodian, Lao and Vietnamese MAA Development

During the past six years, more than 500 refugee self-help groups or Mutual Assistance Associations (MAAs) have been identified within Southeast Asian refugee communities across the United States. These emergent groups have formed in response to needs perceived by refugees themselves. Such groups existed in Southeast Asia although in slightly different forms. The pagoda in Cambodia and Laos and the village temple in Vietnam functioned as a community center for spiritual, social, cultural and educational activities. Furthermore, the refugee camp experience throughout Southeast Asia also bears witness to the tendency of refugees to band together to help each other, resolve common problems, and offer mutual support in exceedingly difficult circumstances.

Transported to America, MAA activities can be broadly categorized as follows:

- religious
- social or fraternal
- cultural/educational
- resettlement service provision
- professional
- student
- political

During the past year, a small amount of federal money was made available to MAA's to enhance their administrative and technical capacities to deliver resettlement services to their respective communities. Two of the 22 grants made enabled MAA's to provide services to refugee women.

As short-term needs stabilize, MAA's inevitably find themselves in the best position to assess and follow-up on long-term community needs and issues. Specifically, as MAA's become more capable and experienced, they are tending to plan for and evolve towards one of the following

four areas of formal, organizational goals and activities:

- The establishment of community service centers, often in conjunction with local resettlement agencies, to provide such resettlement services as:
  - -- Orientation for refugees, sponsors and communities to facilitate smooth adjustment and integration and decrease the potential for community tensions;
  - -- Information and referral and translation and interpretation services;
  - -- Survival ESL and literacy classes;
  - -- Bilingual vocational training;
  - -- Employment counseling;
  - -- Acculturation counseling; and,
  - -- Linkage and coordination with non-refugee-specific social service providers.
- Establishment of educational, cultural and/or religious centers for the preservation of spiritual and cultural values and traditions which are vital to retaining cultural integrity and for providing a pschological base for smooth adjustment.
- Economic development to foster refugee self-sufficiency through the stimulation of small business opportunities and co-ops, as well as partnerships and bridge-building with the American private sector.
- Advocacy to achieve refugee involvement in local, state and federal policy and planning, as well as in the policies and services of voluntary resettlement agencies.

There are numerous public and private efforts underway to provide Southeast Asian refugee MAA's with the capacity building assistance they need in order to develop to their fullest potential in each of the above areas.

C. New Cambodian, Lao and Vietnamese Women's Self-Help Activities

It is against this backdrop of increasing MAA development, initiative,

and formalization that a number of Southeast Asian refugee women's self-help activities have emerged over the past two years. At present, it is possible to classify the existing activities into seven different scenarios:

- Women's projects sponsored by a regular MAA, such as the Lao Family Community, Inc.'s Women's Project in Arlington, Virginia which received one of the ORR grants mentioned earlier;

- Informal women's groups (often loose, neighborhood groups), such as the Hmong women's group in Santa Barbara, California, which meets mainly for socializing, but has organized its own diaper cooperative to cut down on diaper costs;

- Projects sponsored by an umbrella Indochinese organization or center, such as the orientation program for women (also ORR-funded) at the Indochinese Community Center in Washington, DC;

- Separately incorporated women's MAA's, such as the Vietnamese Women's Association in Santa Clara, California, and the Cambodian Women for Progress, Inc. in the Metropolitan Washington, DC area;

- Joint projects by several refugee women's groups and/or programs, such as the project being planned by the Vietnamese Women's Association, Cambodian Women for Progress, Inc., and the Lao Family Community, Inc. Women's Project in the metropolitan Washington, DC area. This joint project will develop and test a methodology for identifying and assessing the individual needs of women who are heads of household in all three communities;

- Regular MAA's which establish on-going women's committees to plan and carry out activities for women, such as the committee established by the Long Beach, California chapter of the Cambodian Association of America; and

- Projects extended to refugee women out of an Asian-American women's organization, such as the employment opportunities seminars sponsored by the Organization of Chinese American Women in Arlington, Virginia.

Although the community resources and resulting settings for Cambodian, Lao and Vietnamese women's self-help activities vary considerably, they all have

in common certain "threshold factors" that serve as the basis for their development. These include a significant level of refugee population density, the presence of general MAA's as well as the support of local refugee leaders, the support and assistance of the American community, and the lapse of several years' time in which all of the preceding evolve.

Therefore, it is not surprising that recent Cuban and Haitian entrant women and the relatively small and dispersed numbers of Afghan and other refugee women are only beginning to assess their needs and organize to address them on a self-help basis.

D. Organizing Refugee Women's Self-Help Activities

Regardless of the ethnic/nationality group involved, or the collaborative opportunities (and the resulting community setting) for refugee women's self-help activities, the basic organizational issues remain the same. There is often an initial need for assistance in the fundamentals of community organization around refugee women's issues; i.e., building a constituency, defining needs and setting priority objectives, developing leadership, networking, and planning for long-range organizational and program development.

There are numerous local and national resources, including United Way agencies, the National Congress of Neighborhood Women and other women's organizations, foundations and ethnic associations that can offer technical assistance for community organization.

The Vietnamese Women's Association of Santa Clara County, California offers an excellent model. Its president, Cuc Huynh, identifies

the following as critical steps in the group's formation and growth:

- Identifying the need and purpose of the group, defining the scope of its activities and building a constituency through outreach;
- Organizing the work to be done and dividing responsibility in order to involve the constituency and develop new leadership;
- Gaining community recognition by demonstrating the group's ability to plan and carry out an activity;
- Lobbying for a wide base of community support by reaching out to other groups and supporting their activities in exchange for their support;
- Holding a large, public event at which a variety of community groups make verbal statements of support; and,
- Lining up media coverage of the event and subsequent activities and insuring that the group has more than one public spokesperson.

Above all, Ms. Huynh stresses the importance of careful planning, the continuous involvement of men, the appropriate timing of developmental steps, the training and nurturing of future leaders, and the most effective use of the media. In addition, Americans assisting such an ethnic development process should be sensitive to the different ways in which leaders may be developed and not assume that those who are the best English speakers and who are "well adjusted" are necessarily community leaders.

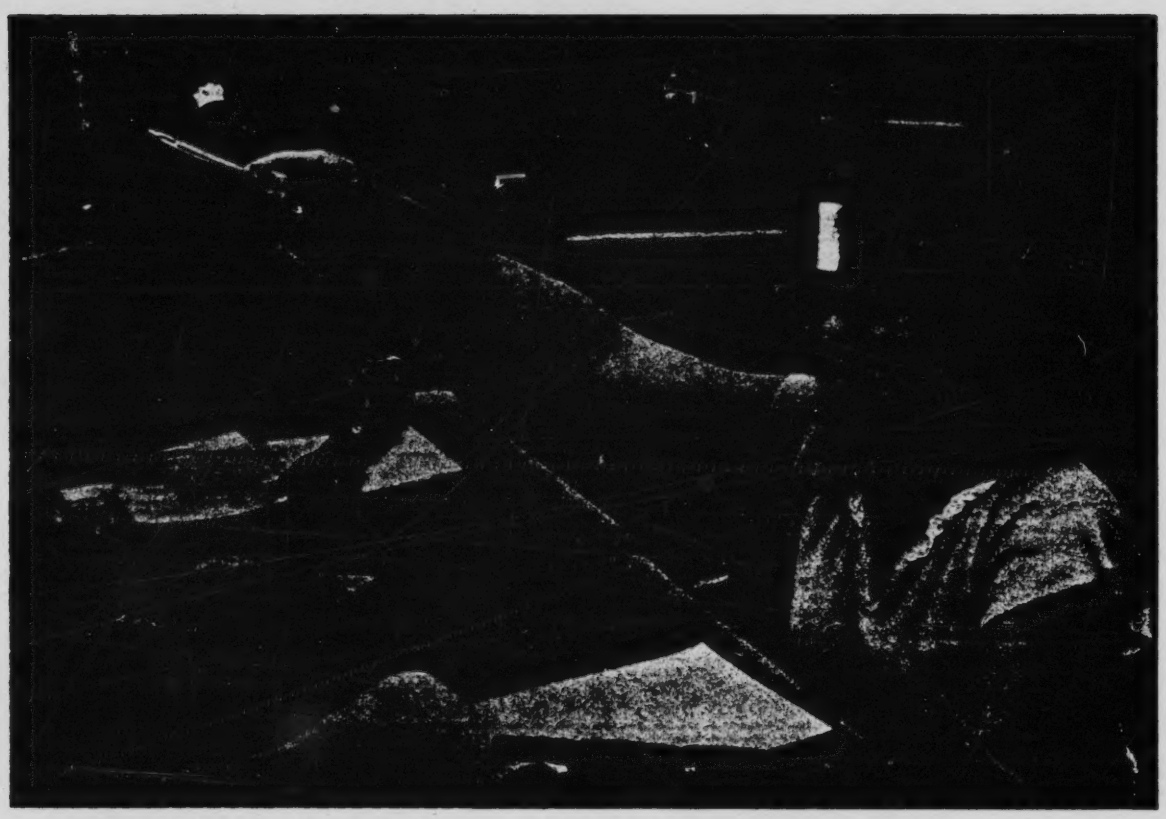
Eventually, a refugee women's group may develop to the point that it has more advanced organizational needs requiring special assistance in the following areas:

- Technical assistance for organizational development and administration in the areas of board and staff development/ training, incorporation, grantsmanship and fund-raising.
- Special training to help it become competitive at requesting funds for delivery of special services for women, such as HHS programs, child care, transportation, senior services, etc.; and

- Assistance to funded groups in financial management, program management, budgeting, reporting, personnel development and supervision.

Since these more advanced needs are increasingly technical and are not at all unique to ethnic community organization, there are many untapped resources in business and industry, the resettlement network, and the broader private sector that can be brought to bear upon them.

Long before initial success merits such specialized assistance, however, refugee women will need the support and assistance of sensitive Americans who will support the development of female ethnic leadership. This requires recognition of the constraints on their personal time due to work and family responsibilities, the psychological pressures of conflicting personal, family and community expectations of their roles, their insecurity due to fragmented traditional family and community support systems, new and emerging community issues and support systems, their changing values and, above all, their dreams and hopes for a new life.



IV
COMPONENTS OF PROGRAM DESIGN

A. Existing Program Models

The refugee women's programs represented at the workshop, as well as others in place around the country, reflect the fact that the level of program activity addressing the various need areas has been very uneven. By far the most activity has centered around homebound, isolated women. The oldest, largest and most formal programs tend to fall in this category. Recently the plight of refugee women who are heads of household or have major head of household or supplementary wage earner responsibilities has become of major concern, and new programs are emerging which address this overlooked population. Counseling around domestic violence, rape, and grief and loss, on the other hand, is rarely refugee-specific. These needs, if met at all, are usually only met by information and referral to mainstream services which may not be sensitive to refugee needs, experiences, language or cultural background.

B. Overview of Components of Program Design

Once local needs and resources have been addressed, the providers and clientele defined and program objectives set, there are numerous other aspects of program design that must be carefully considered, including the following:

- Setting
- Methodology
- Time/intensity
- Program content
- Personnel
- Materials

- Funding Sources
- Collaborators

A wealth of human and material resources exists at both the national and local levels of the refugee program which can be brought to bear on these and other aspects of program design for refugee women. There are also undoubtedly many other resources at the community level which can and should be identified and tapped.

The focus of workshop discussion was on the following aspects of program design which are dealt with in more depth in this section:

- Human resources: staff and volunteer development
- Setting, methodology and materials
- Funding and collaboration

C. Human Resources: Staff and Volunteer Development

There are three critical questions underlying the issue of recruiting and training staff for refugee women's programs:

- What is the role of female vs. male staff?
- What is the role of ethnic vs. non-ethnic staff?
- What is the role of paid vs. volunteer staff?

There can be no doubt that programs seeking to serve refugee women must involve refugee women as personnel. The common experience and background they share with the clients makes them most capable of providing assistance over a wide range of needs and situations.

It is often difficult to recruit refugee women as staff, however. The absence of child care, lack of a driver's license, lack of incentive, and male resistance to having women work outside the home are common blocks. These can be overcome, however, with a little extra effort in the following areas:

- Seeking any necessary permission from the husband (and, in some cases, the mother-in-law or other family elders);
- Providing daycare for pre-school children and allowing infants to accompany the mother on the job;
- Assisting the woman in obtaining a driver's license or arranging alternative transportation;
- Being flexible in what is required of the woman; and
- Offering incentives such as free skills training provided on the job.

The issue of ethnic vs. non-ethnic staff is closely related to the need for bilingual/bicultural staff. While it seems that in general the presence of bilingual/bicultural staff greatly enriches any program, it is particularly essential in the following situations:

- Counseling and other mental health services, and
- Medical interpretation

On the other hand, in some situations non-ethnic staff or a team approach may be more effective. For example, when personal matters requiring confidentiality are at stake, refugee women will often not confide in an individual of their own ethnic group, fearing the community will learn of their problems. Also, they may not have confidence in the advice of an ethnic staff member concerning life in America.

It is often more difficult to find skilled refugee women, who are bilingual and bicultural than it is to find refugee men since such skills presume a level of education that women may not have commonly attained in their home country. Male bilingual staff may adequately serve the purposes of some general counseling and instructional programs. However, for the purposes of rape counseling, interpretation at a gynecological exam, or orientation concerning female hygiene or family planning, female bilingual staff is required.

Common experience is often necessary beyond common sex and/or ethnicity. For example, pregnant women should not be counseled by women who have not had previous experience in motherhood. Also, refugees who fled at different times under different conditions than those they are counseling cannot be assumed to be sensitive to the concerns of their clients. Similarly, age may be an important factor. Using young, English-proficient ethnic staff may undermine the traditional role and status of elders.

It is also necessary to consider the personal attributes and style of a successful staff person or volunteer. Qualities deemed essential by workshop participants include the following:

- The ability to actively participate in meeting client basic needs in order to develop a client's trust;
- The ability to communicate at the client's level and to communicate positive reinforcement, thus fostering the client's self-confidence;
- Comfort in working with a refugee population coupled with a deep sense of commitment;
- Understanding of her own culture or her client's culture and how it affects her identity as a worker;
- Flexibility;
- The possession of crisis intervention skills;
- Emotional stability coupled with assertiveness;
- The possession of the qualities necessary to become a cultural broker;
- The ability to set priorities for self and client;
- The ability to foster independence in the client;
- Self-awareness regarding her own acculturation process;

- A good sense of humor; and
- A knowledge of American systems, including community resources.

Volunteers are an important resource to many resettlement programs. when funding difficulties arise, volunteers may make the difference that allows a program to continue to operate effectively, or simply to survive at all. Volunteers can theoretically be any age, sex or ethnicity, but their role in a program must be as carefully considered as that of paid staff, taking into account their skills and client needs and sensitivities.

The reasons for developing a volunteer component for a refugee women's program should not be based solely on budget considerations or the desire to delegate menial tasks. Volunteer options allow for greatly increased contact between a program and the community at large, resulting in citizen education and an advocacy base. Conversely, a bad volunteer experience can damage a program and its cause. Therefore, it is not surprising that many large, traditional human service agencies devote a full-time staff position to developing and coordinating volunteers in recognition of the substantial level of organizational commitment and the investment of time and energy needed to bring volunteer resources to full fruition.

Small programs can rarely afford a paid volunteer developer's position, but they can incorporate volunteer development and coordination tasks in the job descriptions of all paid staff. Recruiting, training, working out mutually agreed upon job expectations, constant support, and supervision are needed. In short, volunteers give a program more flexibility, but they also demand more flexibility of it.

Once a program makes a commitment to develop and support volunteers, almost any staff position can be viewed as a potential paid

or volunteer position. Some of the programs represented at the workshop relied entirely on volunteers to fill half-time counselor and language instructor positions. In many cases, volunteers recruit and train other volunteers. The level of success corresponds to the level of creativity and flexibility allowed, and the support and supervision provided by the program.

Staff training is another important area to consider when starting a program. Because of their crisis-response mode of operation, resettlement programs across the country commonly have the following shortcomings:

- Staff training does not promote ethnic administrators;
- There is a lack of paraprofessional training; and
- There is seldom any training to assist staff in dealing with the stress of refugee work (staff "burn-out" is a common problem).

Lack of familiarity with the American system, lack of administrative skills, involvement in ethnic politics, and belonging to only one of the numerous ethnic and language groups that may be served by a program are excuses that have often unfairly excluded ethnic staff from administrative positions. Moreover, female ethnic staff are all too often not given a chance due to over-concern about the reactions of male ethnic staff. While all of the above factors may present obstacles at one time or another, in the long-run such obstacles are relatively insignificant compared to the cultural and linguistic limitations of most American administrators.

Paraprofessional training is also an important component. Trained cross-cultural communicators are the crucial link between refugees and the health, mental health and social work professionals who can help

them. Paraprofessional training can be a trap for ethnic staff, however, unless options for advancement to professional and top administrative positions are also available. In many cases, a program may reduce its excessive paraprofessional needs and costs by having ethnic staff in high administrative positions.

There are currently several projects that, although continued funding may be limited, train professionals and paraprofessionals to work with Indochinese clients:

- Refugees of Indochina Culture Education (RICE), under the auspices of the Institute of Behavioral Sciences, Honolulu, Hawaii. Southeast Asian paraprofessionals are trained under this program to bring together refugee clients and mental health professionals. They work in the Lao, Hmong, and Vietnamese refugee communities in Hawaii. Their functions include serving as cross-cultural communicators and aides in recognizing and alleviating mental health programs.

- Promote Acculturation of Indochinese Refugees (PAIR), Department of Human Resources, Arlington, Virginia. This project trains Southeast Asian refugee team members and the staff of coordinating agencies around the special needs of Southeast Asian refugees. It also sensitizes American mental health professionals to the needs and problems of Arlington's refugee population.

- Action for Southeast Asians, Inc. (ASEA), Washington, DC, offers a "Learning to Help" program, which provides in-service training to enhance the professional skills of refugees working in human services and mutual assistance programs in the Washington, DC metropolitan area. Refugee staff and supervisors participate in an intensive, eight-week sequence of training in skills needed to perform effectively as transcultural specialists. Topics include "Culture and Cultural Differences," "The Refugee Experience," "Adjustment," and "Groups at Risk." In the first session (Spring 1981), nine out of the twelve trainees were women and three women were from the Women's Acculturation Program of the Indochinese Community Center in Washington, DC.

- Developing Interculturally Skilled Counselors, located at the University of Hawaii, Department of Psychology, Honolulu, Hawaii. This project, funded by the National Institute of Mental Health, is developing training approaches for intercultural awareness, cultural knowledge, and appropriate intervention skills for mental health workers who interact with culturally different clients.

Finally, paid and volunteer, ethnic and non-ethnic staff alike need

help in dealing with the stress of refugee work. Ethnic staff in particular are often overwhelmed by after-hours calls and personal requests from clients in their community. Regular staff meetings are important, helpful and appreciated, to arm staff with adequate knowledge to get the job done, and to make sure that expectations of the end result are realistic.

D. Creating the Environment: Setting, Methodology and Materials

The same process by which refugee women's needs and resources are identified will produce information which can serve as the basis for building an appropriate environment for the program. Three closely-related factors--setting, methodology and materials--make up the environment.

1. Setting. The service areas under discussion call for a wide variety of settings. These can be initially distinguished on the basis of size and physical location:

- One-on-one or family approach in a home, clinic or agency;
- Small (non-family) group meeting in a home or agency or out on community field trips; or
- A larger classroom setting.

Other factors in the setting which may need to vary considerably depending on the clientele and the program include the following:

- Whether or not the setting should be exclusively female;
- Whether or not there should be an ethnic mix;
- Whether or not there should be a broad age range; and
- Whether transportation and daycare should be arranged or provided.

All of the above, if properly considered, will contribute greatly to an accessible and relaxed environment conducive to learning and lively discussion.

2. Methodology. Methodology will also vary greatly. The general approach usually consists of one or a combination of the following:

- Instruction by a teacher or guest speakers;
- Information and referral (both face-to-face and/or by telephone);
- Counseling (both American and traditional ethnic forms);
- Outreach (into homes or neighborhoods); and
- Practical community experience (such as orientation field trips and on-the-job training).

The programs presented as examples in this kit represent a large body of accumulated knowledge and experience concerning specific methodologies in many of the program areas. It is advisable for anyone developing a program for refugee women to draw on this expertise.

Workshop participants made some general recommendations concerning methodology, however, which are summarized below:

- Realistic, "hands-on" experiences are the most effective teaching tools;
- The women themselves should be involved, not only as students or clients, but also as teachers (women who have grasped a new concept or skill can be paired with women experiencing difficulty);
- Fictional or anonymous "case studies" are an excellent means of dealing with sensitive issues and raising awareness without embarrassing the women, especially in regard to venereal disease, rape and domestic violence;
- Non-judgmental comparison of the refugees' traditional cultural values with American ones will help the women anticipate personal and interpersonal conflict;

- In all situations there should be a focus on assisting women to make informed choices--this will necessitate explaining the legal "bottom line," depicting the wide range of American cultural behavior and attitudes, and sharing the experiences of other immigrant groups maintaining ethnic identity and preserving culture;

- Involve men whenever possible, but only in situations where they are willing and where their presence will not inhibit the women's attendance or active participation in classes or discussions (for example, male participation in a session or hospital expenses or legal rights would, in most cases, present no problems; by way of contrast, in many ethnic groups neither the men nor the women would enjoy or benefit from a co-ed session on family planning or rape); and

- The process should be just as important as the product in developing a methodology; for example, for isolated refugee women, the opportunity to get out of the house and socialize is as important to their adjustment as the specific skills they learn. Expectations of the program pace should be adjusted to allow for unstructured time for socializing.

3. Materials. There are many excellent materials available for use in designing ESL, orientation and health programs. It is important, however, not to overestimate the value of written materials compared to "hands-on" demonstrations. In many instances, even good written materials may be ineffective for the following reasons:

- They assume a literate audience;

- They are not available in translated and culturally adapted versions; or

- They are not relevant to the specific needs of women.

It is possible to design special materials for use with pre-literate women. The experience of workshop participants prompted the following advice:

- Avoid cartoons and symbolic sketches;

- Xerox actual consumer products and household items to use as handouts.

- Avoid illustrations with culturally-loaded gestures, expressions, and situations/scenes;
- Be sensitive to colors and their cultural meanings; and
- Use audio-visual materials whenever possible.

There are very few materials available for use in programs addressing needs other than language, health and orientation. Refugee women need to be involved in analyzing legal, emotional, health, cultural heritage and domestic violence issues and developing new materials as needed.

There can be no doubt that many existing materials still need to be carefully tested and evaluated, that there is plenty of room for innovation and creativity, and that the sharing of good materials among programs is still an outstanding need.

E. Community Resources: Collaboration and Fund-Raising

The process of developing a program for refugee women should ideally identify and involve two overlapping sets of community resources for funding and collaboration:

- Those resources that are refugee-specific, such as voluntary agencies, MAA's, state agencies and other resettlement service providers; and
- Those resources that are not refugee-specific, such as United Way agencies, women's organizations, service clubs, crisis/hotline services, clinics, business and industry, churches, labor unions, public assistance programs and private citizenry.

The following list are commonly contacted local community resources belonging to a predominantly nationwide network.

ACLU: American Civil Liberties Union

Battered Women's Program

Center for Displaced Homemakers

Child Protection Center (24 hours)

City Hall, Women's Office

Crisis Care Center

Family Planning

Family Service Association

Shelter for Runaways Network

League of Women Voters

NOW: National Organization for Women

Rape Crisis Service

Tel-Law

Tel-Med

Welfare and Food Stamps Offices

WAVAW: Women Against Violence Against Women

YWCA: Young Women's Christian Association

Collaboration, rather than competition, should be a major theme in program development. Especially in these times of limited funding, the focus should be on expanding or adapting existing programs to better meet the needs of refugee women rather than on creating new and separate programs. For example:

- Working with existing resettlement service providers in the community to increase their sensitivity to refugee women's issues and motivate them to design new program components within the scope of the services they already provide which specifically address refugee women's needs; or

- Helping community agencies dealing with health and family, rape and domestic violence to become resources for refugee women by linking them up with expertise in the resettlement network that can provide staff training and translation services.

Collaboration may result in valuable contributions of in-kind support, such as use of facilities and equipment, daycare services, transportation stipends, publicity, shared staff and secretarial support. There can be no doubt that a program is greatly enriched and vastly more effective when it has broad community support and involvement. Even when a new and separate program must be developed, collaboration should be a major objective, if for no other reason than to prevent service gaps and overlaps and to increase the capacity to provide adequate information and referral services.

At some point in program development, funding becomes a major consideration. It should not be addressed, however, until there is a clear target population and set of objectives, or until collaborative opportunities, staffing resources (both paid and volunteer) and options related to setting, methodology and materials have been taken into careful consideration.

Due to the substantial level of public funding for refugee resettlement over the past few years, many local community resources have remained largely untapped. As public funding decreases, it will be necessary for local resettlement service providers to coordinate their approaches to these resources, and to agree upon basic priorities and a strategy for making the best use of available resources. Moreover, there will be an increased need for advocacy to insure that the scarce public funding for resettlement is used equitably and does not overlook the needs of refugee women, particularly in regard to their potential contribution to family and community attainment of self-sufficiency.

The following are a few suggestions for fund-raising at the

community level which draw upon both refugee-specific and general resources:

- Investigate whether the local United Way allocates research and development funds to demonstration projects sponsored by participating agencies;
- Ask local women's organizations or church groups to organize a fund-raising campaign;
- Ask the ethnic communities to sponsor a benefit cultural event (approach the media for free publicity);
- Be familiar with the wide range of non-refugee or non-refugee-specific public funding; for example, Title XX funds for day-care and transportation reimbursement, CETA (Department of Labor) and Women, Infants and Children (WIC--Department of Agriculture), programs etc.;
- Approach small-giving sources, such as banks, service clubs and small businesses for donations, matching funds and technical assistance in the area of resource management;
- Request a temporary consultant from a foundation or corporation to help plan an overall fund-raising strategy (this might eventually lead to funding from that source);
- Organize student clubs to sponsor a walkathon, telethon or other fund-raising events;
- Know how the two-track funding for resettlement services works locally (through the volags and through the state) and gain access to these funds where feasible through contract and subcontract agreements:
- Ask businesses, industries or unions to offer consultant time in designing job training (this may lead to fund-raising efforts within the union or company); and
- Approach other nationality/ethnic groups in the community and plan a joint community-wide fund-raising event to welcome the refugees.

A little creativity can easily double the number of ideas in this list if resources are viewed not only in terms of money, but in terms of the committment of time, energy, concern and talent on the part of all groups and individuals in the community.

V
INDIVIDUAL PROGRAM SUMMARIES

The following are some existing programs designed to serve the needs of refugee women. It is not intended to be a comprehensive list.

If you are aware of or participating in a program not mentioned here, we would like to hear about it. Please contact: Charlene Day or Estelita Reny; Language and Orientation Resource Center; 3520 Prospect St., NW; Washington, DC 20007; Tel. (202)298-9292 or (800)424-3701/3750.

CAMBODIAN WOMEN FOR PROGRESS, INC.
1510 Key Boulevard, Room 40
Arlington, VA 22209
Contact Person: Lany Chantarith
Tel. (703)528-4594
(703)979-1224

PROGRAM DESCRIPTION

MAJOR NEED AREAS ADDRESSED: Heads of household, specifically widows and homebound, isolated women; acculturation counseling; grief and loss therapy

CLIENTELE: Khmer women, majority are heads of household and widowed; newly-arrived married women

SETTING: In-home and on-site

FREQUENCY: Twice a month meetings; minimum of two hours

PERSONNEL: About 14 volunteer staff out of forty members

MATERIALS/METHOD USED: Counseling on individual basis; tutoring children; fund-raising for emergency situations; results of an assessment proved a need to produce looms for weaving silk sarongs and scarves; translation services; preservation and promotion of Khmer culture

FUNDING: Grant from private organization

This is an example of a refugee women's MAA which provides valuable services through mutual understanding and respect.

CATHOLIC CHARITIES
1111 Lovett Boulevard
Houston, Texas 77006
Contact Person: Yani Rose Keo
Tel. (713)526-4611

PROGRAM DESCRIPTION

MAJOR NEED AREAS ADDRESSED: Heads of households; health; grief and loss therapy

CLIENTELE: Khmer widows

SETTING: Khmer village* on-site

FREQUENCY: 2 days a week

PERSONNEL: Khmer job placement specialist

MATERIALS/METHOD USED: Realia only for health orientation
Financial management course; nutrition; child care; family planning; acculturation counseling; confidence-building; health assessments

FUNDING: Anticipating donations

* Khmer village is situated in northeast Houston. This cluster of 23 brick cottages provides housing for newly-arrived Cambodians. It is a project developed by Yani Rose Keo, a job placement specialist with Catholic Charities.

FAMILY LIFE EDUCATION
JEWISH FAMILY AND CHILDREN SERVICES
1115 East 65th Street
Kansas City, Missouri 64131
Contact Person: Regina Rosenberg
Tel. (816)333-1172

PROGRAM DESCRIPTION

GENERAL COMMENTS: The Family Life Education program is a department within the agency mentioned above which provides resettlement services. The educational services developed for this program are specifically targeted for Soviet Jewish refugee women.

MAJOR NEED AREAS ADDRESSED: Head of household; health (family and personal); isolated, homebound women; acculturation counseling

CLIENTELE: Newly-arrived Soviet Jewish women

SETTING: Agency counseling rooms

FREQUENCY: Four to five sessions on a monthly basis

PERSONNEL: Female family life educator; female ethnic counselor

MATERIALS/METHODS USED:
- Translated questionnaires
- Family planning realia
- Translated handouts

Preliminary educational sessions with structured content develop into personalized sessions on family planning, sexuality, acculturation counseling

FUNDING: Jewish Federation block grant

HOME MANAGEMENT COMPONENT
INDOCHINESE SERVICE CENTER
1031 25th Street
San Diego, California 92102
Contact Person: Mrs. Bok-Lim C. Kim

PROGRAM DESCRIPTION

GENERAL COMMENTS: This center is a multi-service agency with services targeted towards refugee women

MAJOR NEED AREAS ADDRESSED: Health (family and personal); acculturation counseling; homebound, isolated heads of household

CLIENTELE: Lao, Khmer, Hmong, Vietnamese and ethnic Chinese women in the U.S. fewer than 3 years; majority are 18-54 years of age

SETTING: Classroom; in-home; on-site; field trips

FREQUENCY: Daily, weekly, and monthly according to type of services

PERSONNEL: Paid staff; ethnic supervisors and 6 ethnic female outreach workers; 2 volunteer staff

MATERIALS/METHOD USED:

- Written and audio-visuals
- Developed slide presentation for consumer education and home safety information
- Monthly newsletter in 5 languages (the August '81 issue features child care)
- Weekly radio programs in 5 languages deals with current issues targeted for homebound people

Five topics with slide presentations in five languages in classroom setting; in-home demonstration of home management; health assessments; health orientation to pre- and post-natal care, childcare, nutrition

A program description is available upon request.

FUNDING: Department of Social Services, Office of Refugee Resettlement, California

Bok-Lim C. Kim is a member of the Secretary's Advisory Committee on Rights and Responsibilities of Women, Washington, DC. She is also the Chair of the national committee concerned with Asian wives of U.S. servicemen, primarily dealing with domestic violence issues.

HOME MANAGEMENT SERVICES
INDOCHINESE SOCIAL SERVICES
ASSOCIATED CATHOLIC CHARITIES
2929 South Carrollton Avenue
New Orleans, Louisiana 70118
Contact Person: Sharon Rodi
Tel. (504)821-5390

PROGRAM DESCRIPTION

GENERAL COMMENTS: This is an example of services made available to refugee women and men; however, the majority are women and the program is staffed by women. It is part of an on-going resettlement service provided by a voluntary agency

MAJOR NEED AREAS ADDRESSED: Homebound, isolated women; health (family and personal); domestic violence counseling and intervention; acculturation counseling

CLIENTELE: Lao, Khmer, and Vietnamese women; majority are married and from rural areas; most are in the 19-55 year age group

SETTING: Classroom; in-home setting; on-site; and community workshops

FREQUENCY: Community workshop monthly; ESL and orientation is taught daily; home visits re household orientation are weekly

PERSONNEL: Paid: female ethnic supervisor, female ethnic outreach worker, female ethnic financial counselor; CETA youth, four volunteer interpreter

MATERIALS/METHOD USED: Translated handouts; case studies; guest speakers; films obtained from Health Department

Native language orientation on nutrition, child care, home skills, legal matters

FUNDING: Indochinese Refugee Assistance Project (IRAP)

Lien Pham, the ethnic supervisor of Home Management Services, organized and developed workshops to sensitize the refugee community regarding child abuse and domestic violence. This approach is preventive education and has proved to be most successful in preventing personal family crises. (See samples of program materials.)

INDOCHINESE COMMUNITY PROGRAM
609 East Haley Street
Santa Barbara, California 93103
Contact Person: Kimsa Hove
Tel. (805)965-7045

PROGRAM DESCRIPTION

GENERAL COMMENTS: This agency is funded to provide basic social services for 1200 refugees in the area; however, the ethnic female director has developed specific services for refugee women.

MAJOR NEED AREAS ADDRESSED: Homebound, isolated women; health; heads of household

CLIENTELE: Primarily Vietnamese and Hmong newly-arrived families

SETTING: Community Center; in-home

FREQUENCY: Weekly

PERSONNEL: Paid ethnic female director; 6 paid bilingual/bicultural outreach workers; retired teacher volunteers

MATERIALS/METHOD USED: The director developed a local diaper co-op which now provides inexpensive diaper service for 30 Hmong mothers. She also advises an informal support group of 100 Hmong women. Home Management workshops emphasize women's needs. "Care" packages, including essential hygiene items, are distributed here.

Employment at electronic assembly jobs requiring precision ability is encouraged for refugee women with these skills; handicraft marketing is also available.

FUNDING: IRAP

INDOCHINESE WOMEN ALIVE SUPPORT PROGRAM
c/o International Rescue Committee
1620 Regent Street
Missoula, Montana 59801
Contact Person: Mai Lee Mua
Tel. (406)524-0331

PROGRAM DESCRIPTION

GENERAL COMMENTS: This is a Hmong women's self-help organization of which 60 women are members and the primary thrust is self-determination for Hmong women and their families.

MAJOR NEED AREAS ADDRESSED: Health (family and personal); heads of household; homebound, isolated women

CLIENTELE: Elderly; homebound women presently living in the community

SETTING: Community Centers; International Rescue Committee; Lao Family Community

FREQUENCY: Sewing classes twice daily; evening English classes; health information twice monthly

PERSONNEL: All volunteer--chairwoman; female ethnic job counselors, teachers; VISTA volunteers; American teachers

MATERIALS/METHOD USED:
- Translated health materials
- Sewing machines

Training to become licensed daycare providers; counseling to prevent domestic violence; beginner sewing classes; basic competency English in which certificates are provided at completion of course; domestic training

FUNDING: All donations

Staff training for volunteers is an integral part of this self-help group. American women are given extensive cultural training by Hmong women prior to conducting whatever class they teach, whether sewing, English or health, etc.

INDOCHINESE WOMEN'S ACCULTURATION PROJECT
INDOCHINESE COMMUNITY CENTER
1628 16th St., NW
Washington, DC 20009
Contact Person: Diana Bui
Tel. (202)462-4330

PROGRAM DESCRIPTION

GENERAL COMMENT: This project is situated within a multi-service non-profit agency formed by Cambodian, Lao and Vietnamese in the area.

MAJOR NEED AREAS ADDRESSED: Acculturation counseling; heads of household; health (family and personal); grief and loss therapy

CLIENTELE: Lao, Khmer and Vietnamese ethnic Chinese women; majority are separated from spouses and there are a few widowed women; mostly 19-45 years of age

SETTING: Classroom; in-home setting and on-site through field trips to agencies and health clinics

FREQUENCY: Daily, weekly orientation and field trips (weekends)

PERSONNEL: 1 part-time program developer; 3 female outreach counselors (Cambodian, Lao and Vietnamese); 14 ethnic volunteer staff; 9 American volunteer staff

MATERIALS:

- Self-developed, handouts, labels and fliers on family planning; safety in the home; recipes translated into 3 languages
- Also developed nutrition posters based on WIC program, translated into three languages
- 1½-2 hour slide presentation on shopping, homemaking skills and nutrition developed specifically for isolated women
- Monthly newsletter in four languages includes their written materials used in orientation

METHODOLOGY: Group orientation; health assessment; daily translations; home visits; home orientation; child care; safety; cooking; volunteer guest speakers from the Red Cross and Health Dept.; skills assessment

FUNDING: Grant from the Office of Refugee Resettlement, Department of Health and Human Services.

At present, the project is developing posters and fliers on body care and child care. It also cooperates and coordinates with other refugee Women's Associations in the Washington, D.C. area as well as voluntary agencies for referral.

INDOCHINESE WOMEN'S PROGRAM
YMCA OF GREATER SEATTLE, EAST MADISON BRANCH
1700 23rd Avenue
Seattle, Washington 98122
Contact Person: Renee Taylor
Tel. (206)322-6868

PROGRAM DESCRIPTION

MAJOR NEED AREAS ADDRESSED: Homebound, isolated women; health (family and personal)

CLIENTELE: Hmong, Mien, Lao Lue, ethnic Lao and Cambodian women; some widows; women with two or more children under five years of age; mentally and physically handicapped; ages 20-67

SETTING: YMCA facility; in-home; on-site includes weekly field trips

FREQUENCY: Four days a week, four hours a day, Monday-Thursday

PERSONNEL: Full-time director; part-time program coordinator; 3 paid bilingual workers; 10 volunteer ESL and orientation instructors; daycare services provided

MATERIALS/METHOD USED:
- Outline for graded direct method
- Lesson plans for survival skills
- Teaching aids, games, worksheets
- Slide shows from Fire Dept., dental clinics
- Guest speakers
- ESL, graded direct method adapted for this program
- Urban Survival Skills (orientation translated into native languages, divided into 11 themes, e.g., health, education, etc.

FUNDING: Three year declining conditional grant from Northwest Area Foundation (required to match with local funding). Private donations and contributions

This project organizes fundraising events (showing slides of program), periodically looking for more foundation and United Way support. Recruiting is not a problem. Waiting lists are.

A program description package is available by contacting Renee Taylor ($5 per copy). Each package includes an outline of their ESL method, lesson plans for Urban Survival Skills and the most recent quarterly report which supplies statistics from needs assessments.

LAO FAMILY COMMUNITY, INC.
HOMEMAKER SERVICES PROGRAM
3536 Carlin Springs Road, Suite 14
Bailey's Crossroads, Virginia 22041
Contact Person: Somchanh Vinaya
Tel. (703)379-0196

PROGRAM DESCRIPTION

GENERAL COMMENTS: This is a Lao women's self-help organization designed to preserve traditional arts and crafts. It is working towards self-sufficiency for the women.

MAJOR NEED AREAS ADDRESSED: Heads of household; homebound, isolated women; grief and loss therapy; acculturation counseling

CLIENTELE: Lao women, all ages, especially widows, elderly

SETTING: Training center designed for vocational weaving and ESL instruction; on-site

FREQUENCY: 3-month program held daily Monday-Friday, 9AM - 1PM

PERSONNEL: Paid ethnic project director; part-time resource director; part-time ethnic outreach worker; part-time weaving instructor; 20 ethnic and American volunteers

MATERIALS/METHOD USED:

- 10 handmade wooden looms
- fast-dye cotton, raw silk
- color slides of weaving process and different patterns
- newsletter in Lao/English; fliers in Lao/English
- self-developed curriculum for survival skills
- Laubach's Skill Book 1, Medical Guide and Glossary
- Home Safe House, from Indochinese Community Center
- English-Lao Phrasebook, CAL; medical and insurance forms; maps

Loom demonstration; weaving instruction; English skills instruction; field trips; counseling sessions; job placement; orientation survival skills; guest speakers; easing community tension through liaison with American community

FOLLOW-UP: Upon completion of course, Lao Family assists in setting up a loom for the woman to use in her home to market her crafts

FUNDING: Mutual Assistance Association Program, FY '80-81; grantee of Office of Refugee Resettlement, Department of Health and Human Services

The Homemaker Services program has enjoyed frequent opportunities to demonstrate the skills of women weavers in the community. Demonstrations were given at the Smithsonian Folklife Festival, 1980; Asian Pacific Heritage Week Festival; the Textile Museum of Washington, D.C.; and other various fairs in the community. The Smithsonian is developing blueprints of the looms for this program.

OLMSTEAD COUNTY HEALTH DEPARTMENT
415 4th Street, S.E.
Rochester, Minnesota 55901
Contact Person: Mary Gross
Tel. (507)285-8144

PROGRAM DESCRIPTION

GENERAL COMMENTS: To address health concerns from the perspective of refugee women. Mary Gross has developed a Lao Women's support group in cooperation with public health nurses.

MAJOR NEED AREAS ADDRESSED: Health (family and personal)

CLIENTELE: Lao and Hmong refugee women

SETTING: Public Health Center

FREQUENCY: Duration of identifying health needs

PERSONNEL: Bilingual female staff; public health nurses

MATERIALS/METHODS USED: Over 25 women were invited to express health needs in an informal setting, while at the same time, health professionals became aware of the cultural background of these women. One session resulted in the development of a family planning clinic. Individual health concerns received attention.

FUNDING: All voluntary

This department recently developed color videotapes in four languages concerning health issues. Each tape is 10 minutes and the topics include nutrition, family planning, child care, hygiene, product safety. These topics will be used in adult classes at health centers.

REFUGEE WOMEN'S PROGRAM DEVELOPMENT
AND COORDINATION PROJECT
1424 16th Street, NW, Suite 404
Washington, DC 20036
Contact Person: Deborah McGlauflin
Tel. (202)667-7810

PROGRAM DESCRIPTION

GENERAL COMMENTS: This recently-funded national project is housed at the Indochina Refugee Action Center (IRAC) in Washington, DC. The main thrust is to coordinate and advance domestic post-resettlement program development and advocacy for refugee women.

MAJOR NEED AREAS ADDRESSED: To prioritize refugee women's program service needs based on existing services and resources

FREQUENCY: Duration of funding

PERSONNEL: Project director; administrative assistant; ethnic consultants

MATERIALS/METHODS USED: Coordination of the various components necessary to provide services to refugee women such as data collection, self-help activities, advocacy, networking, assessment of needs for other refugee women groups

FUNDING: Private foundation

Contact Deborah McGlauflin at the Indochina Refugee Action Center to obtain a more extensive project description.

THE CENTER FOR THE PACIFIC ASIAN FAMILY, INC.
2140 West Olympic Blvd., Room 250
Los Angeles, California 90006
Contact Person: Nilda Remonte
Tel. (213)388-3944
Hotline (213)388-0446

PROGRAM DESCRIPTION

GENERAL COMMENTS: This shelter was established to provide crisis intervention for victims of sexual assault and domestic violence. Recently, staff was hired to assist Southeast Asian refugee women as well.

MAJOR NEED AREAS ADDRESSED: Domestic violence counseling; rape counseling

CLIENTELE: Pacific Asian immigrant and refugee women

SETTING: Shelter which includes five bedrooms; on-site; community-based workshops

FREQUENCY: 24 hour emergency hotline operable in seven languages (Lao and Hmong included); weekly community orientation; monthly rape prevention workshops

PERSONNEL: Ethnic female director; 6 paid ethnic female crisis counselors; 2 volunteer summer staff

MATERIALS/METHOD USED:
- Brochures translated into ethnic languages

Culturally appropriate counseling to prevent recurring sexual violence; emergency services include transportation, shelter for victims and their children; TRO restraining order; group sessions on basic survival skills; job counseling; family counseling

FUNDING: Mental Health contract with the Department of Social Services in an interagency agreement with the Department of Mental Health.

Two projects being completed are slide shows and a report on the results of a survey. The slide show is on the victimization of Pacific Asian women with accompanying tapes in seven languages. The report will deal with battered women based on the results of a survey of the Southeast Asian refugee victims over the past year. This project is most likely the only service specifically addressing this need area throughout the U.S.

VIETNAMESE WOMEN'S ASSOCIATION
OF SANTA CLARA COUNTY
1151 Earrington Court
San Jose, California 95121
Contact Person: Cuc Huynh
Tel. (408)286-9500

PROGRAM DESCRIPTION

MAJOR NEED AREAS ADDRESSED: Women heads of households; acculturation counseling

CLIENTELE: Vietnamese and Chinese women, all ages

SETTING: In-home; on-site; daycare referral services for clients

FREQUENCY: monthly

PERSONNEL: Voluntary; about 50 women members of whom 10 are actively involved; Chairperson, Cuc Huynh

MATERIALS/METHOD USED:
- Self-developed, translated consumer education information
- Phrasebooks from Center for Applied Linguistics

Counseling to newly-arrived women to help them become financially independent

FUNDING: Private donations

The association stresses the importance of mental health support for single mothers. It has an excellent reputation with outlying community, plans to give data processing training. It also provides daycare classes for clients to achieve certification as daycare providers.

VIETNAMESE WOMEN'S ASSOCIATION
OF THE WASHINGTON DC AREA
PO Box 9327
Washington, D.C. 20005
Contact Person: Le Thi Bai
Tel. (202)966-0015

PROGRAM DESCRIPTION

GENERAL COMMENTS: This is a Vietnamese women's self-help organization designed to promote friendship and cooperation among women in the community

MAJOR NEED AREAS ADDRESSED: Isolated, homebound women; acculturation counseling; grief and loss therapy

CLIENTELE: Newly-arrived; unskilled Vietnamese women

SETTING: In-home; on-site

FREQUENCY: Group sessions monthly, extensive individual counseling

PERSONNEL: 10 volunteer staff on rotation basis; 30 active members in the association

MATERIALS/METHOD USED:
- A Vietnamese library
- Flier in English and Vietnamese
- Welcome kit; dry food stuffs
- Anticipate developing a newsletter

Counseling (personal and group) for solving family crisis; social activities for new arrivals and activities with parents and children; monthly home economic classes.

FUNDING: Private donations and membership dues

Tran Thi Phuong has been a past president and is presently vice-president. She stressed the importance of liaison with the American community to increase self-sufficiency among the Vietnamese.

VOCATIONAL TRAINING/VOCATIONAL ESL
FOR HOUSEKEEPERS
Women's Class
ELGIN YWCA
220 East Chicago St.
Elgin, Illinois 60120
Contact Person: Joan Berna
Tel. (312)742-7930

PROGRAM DESCRIPTION

GENERAL COMMENTS: This YWCA has traditionally offered special services for refugee women and recently received grants to provide two specific classes for homebound, isolated refugee women.

MAJOR NEED AREAS ADDRESSED: Homebound, isolated women; health (family and personal)

CLIENTELE: Unemployed and unskilled refugee women with low level English speaking skills

SETTING: Classroom, on-site; free child care is provided

FREQUENCY: The vocational training class will consist of 30 hours of language development with practical training. The women's class is three days a week for a total of 255 instructional hours.

PERSONNEL: Paid American teachers; bilingual aides and caseworkers

MATERIALS/METHOD USED: The women's class curriculum is based on the Portland Women's Program, prevocational and pre-employment skills are also part of the curriculum. The vocational training for housekeepers is currently being developed.

FUNDING: State/federal

WOMEN'S PROGRAM CULTURAL SKILLS TRAINING
INDOCHINESE CULTURAL AND SERVICE CENTER
3030 S.W. 2nd Avenue
Portland, Oregon 97201
Contact Person: Carrie Wilson
Tel. (503)241-9393

PROGRAM DESCRIPTION

GENERAL COMMENTS: One of the model women's programs in the country, it provides comprehensive services to the refugee women in the area.

MAJOR NEED AREAS ADDRESSED: Homebound, isolated women; health (family and personal); acculturation counseling

CLIENTELE: Approximately 300 Lao, Khmer, Vietnamese, Hmong, Mien and ethnic Chinese women served per year; majority in the 19-36 year age group; married and from rural areas

SETTING: Multi-service center facilities

FREQUENCY: 9 hours/week, three sessions per week

PERSONNEL: Paid ethnic and non-ethnic staff; 1 coordinator; 2 bilingual staff and 4 teaching staff; teachers have background in ESL and have developed the program. The bilingual staff have also received training in family planning and health issues.

MATERIALS/METHOD USED: Teacher-developed curriculum for ESL and orientati classes for three grade levels; emphasis on realia teaching materials

For ESL and orientation, the methodology is oral approach designed for non-literates. Orientation is bilingual and incorporates extensive demonstrations. The ESL/Orientation curriculum will be available August 1, 1981; contact the Center.

This program offers classes in survival English and homemaker skills, specifically designed for non-literate women. The students also have access to medical interpreters, mental health counselor and bus orientation services.

A pilot project just started to set up one women's self help group for each ethnic group at the neighborhood level.

HANDICRAFT ACTIVITIES

The following names and addresses are provided for those interested in programs designed to market handcrafted materials on a local scale. Although this list is not complete, those mentioned are ones that have been established for several years. They have attained a reputation as successful projects which provide supplementary income to homebound and wage earning refugee women.

HMONG AND MIEN ARTISTS OF PORTLAND
3922 N.E. Sumner Street
Portland, Oregon 97211
Contact Person: Elizabeth Ciz
Tel. (503)281-3061 or 222-0063

PROGRAM DESCRIPTION

Elizabeth Ciz coordinates over 200 Hmong and Mien women in Oregon to establish businesses for homebound women to market their items as art. She organizes art shows for galleries, obtains grants for displaying artwork, and recently for a travelling Hmong art show. She contacts a local school to provide a room where sewing machines are used by the women. She emphasizes the need to maintain traditional work as art while also providing a market for homebound, hilltribe women.

HMONG LAO HANDICRAFTS
21 Betty Drive
Santa Barbara, California 93105
Contact Person: Anne Deran
Tel. (805)687-9537

PROGRAM DESCRIPTION

Anne Deran supplies poly-cotton for 50-75 Hmong women and organizes marketing of traditional handicrafts through festivals and community events. She develops price tags, brochures and fliers to advertise the project.

SOUTHEAST ASIA DESIGN
3126 NE 80th Street
Seattle, Washington 98115
Contact Person: Jaye Visser
Tel. (206)525-6716 or 324-6369

PROGRAM DESCRIPTION

Originally, a component of the Seattle YMCA Indochinese Women's Program, this handicraft cooperative has now expanded to cover the greater Seattle area. There are 65-70 Mien and Hmong homebound women participating in the marketing process. Jaye Visser was recently elected president and coordinates the marketing through street fairs, community activities, art galleries and museums. The refugee women participate in bookkeeping and in developing quality-controlled items.

SOUTHEAST ASIAN COOPERATIVE, INC.
104 Princeton Avenue
Providence, Rhode Island 02907
Contact Person: Nancy Barta-Norton
Tel. (401)781-9060

PROGRAM DESCRIPTION

This Hmong women's handicraft cooperative has over 125 members and received a grant from the State of Rhode Island. They operate a shop in a downtown shopping arcade, staffed by an ethnic coordinator and part-time ethnic saleswomen. American volunteers also assist in administrative operations. They have enjoyed extensive participation with the Smithsonian Institute of Folklife Program in marketing needlework and applique, traditional folk art work of the Hmong people.

TEXTILE ARTS ALLIANCE
1721 Mt. Curve Avenue
Minneapolis, Minnesota 55403
Contact Person: Ellen Errede
Tel. (612)377-5688

PROGRAM DESCRIPTION

Established since October 1980, this project has successfully marketed handicrafts and artwork through displays at various prominent banks in the twin cities. According to a prominent Hmong leader, Ellen Errede is one of the most successful marketers of Hmong artwork. She is currently involved in the planning of a Hmong Trade and Industry Ball at a Community Center which will feature handcrafted musical instruments, displays of gardening, textiles and tailored clothes featuring the reverse cross-stitch design.

VI
SAMPLE PROGRAM MATERIALS

សមាគមន៍ស្ត្រីខ្មែរ

CAMBODIAN WOMEN FOR PROGRESS, INC.

BOARD OF DIRECTORS

Lany Chantarith
President

Sovathary Hum
Vice President

Chavy Sim
Treasurer

Nivana Cheng
Ass't. Treasurer

Sophorn Chhim
Kim Nguon Trach
Chanthary Koch
Secretaries

ADVISORY BOARD MEMBERS

Judy Antipas
Charlene Day
Deborah A. Harding
Linda Harper
Marija Futch-Fines
Debbie McGlaughin
Pamela Ruigh
Bounsou Sananikone

LIAISON OFFICERS

Sophary Chum
Chanmaly Hav
Kong Hin
Doeung H. Hong
Sophana Kheang
Phan Thang Kim
Vann M. Thann
Khuy Treng Ong
Kim Heang Ong
Kem San
Dikhayuko Sen
Bach Nguon Chor Tea
Saroeum Tes
Vouch Eng Ung
Hien Vat-Ho
Mom Yang

Founded in June, 1980, this group now has more than forty members. Its purposes include:

- Preserving the customs of Cambodian women;
- Preservation and promotion of Khmer culture;
- Providing orientation to Cambodian women overseas in order for them to better adjust in their second homeland; and
- Through the means of workshops and seminars to train and prepare Cambodian women to take part in adequate and gainful activity.

To date this group has been active in:

- Collecting and distributing clothing, household items, toys and emergency food to newly arrived refugees.
- Conducting weekend tutoring sessions for Cambodian elementary and secondary school students.
- Providing basic orientation in household and financial management, health and family information referral.
- Employment counseling and job placement.
- Providing transportation.
- Providing translation.
- Counseling to facilitate adjustment to urban living.

1510 Key Blvd., #40, Arlington, Virginia 22209. Telephone (703) 528-4594

រាត្រីសាមគ្គី

Reatrey Samaky

an evening of Cambodian Music, Dance & Food

sponsored by Cambodian Relief and Rehabilitation Committee,
Friends of Angkor,
[redacted]

benefit Cambodian Women for Progress, Inc.

Where : Congregational Church
កន្លែង: 945 G street, N.W., D.C.
(between 10th & G st., N.W.)

When : Saturday, March 14, 1981
ថ្ងៃ from 6 p.m. til 12:30 a.m.

	ការបរិច្ចាគ DONATION		
មួយនាក់	$10.00	adult	$10.00
មួយគូ (ប្តីប្រពន្ធ)	15.00	couple	15.00
អ្នកស្នាក់នៅជ្រកកោន	5.00	unemployed refugee	5.00
ក្មេងក្រោម 12 ឆ្នាំ	2.00	children under 12	2.00

Please detach this portion and send it back with your donation to
Cambodian Women for Progress, Inc. 1510 Key Blvd. # 40
Arlington, VA. 22209

Mr. & Mrs. Miss Ms. ..... (please print)

☐ will attend. Enclosed is my/our donation of $.....for.... person(s).

☐ Sorry, I/We cannot attend, but my donation of $..... is enclosed.

អរគុណ Thank You.

(703) 528-4594

LAO FAMILY COMMUNITY, INC.
A Non-Profit Organization
Virginia Branch

- ☐ **HAVE YOU JUST RESETTLED IN NORTHERN VIRGINIA?**
- ☐ **DO YOU NEED TRANSLATION AND INTERPRETIVE SERVICES?**
- ☐ **WOULD YOU LIKE TO LEARN ENGLISH SKILLS?**
- ☐ **DO YOU NEED EMPLOYMENT SKILLS?**
- ☐ **DO YOU WANT TO KNOW MORE ABOUT PUBLIC SERVICES?**

✔ **IF YOUR ANSWER IS YES to ANY OF THESE QUESTIONS**

Welcome!

Come Visit

LFC

a central focus for the Lao Population in the Washington Metropolitan Area

The Homemaker Services program, made possible through a grant from the U.S. Government, is designed to help Lao women in their adjustment to new surroundings.

Photos by Claudine Weatherford

A FREE 3-month program limited to 10 applicants is held daily Monday to Friday from 9:00 AM to 1:00 PM and includes ENGLISH LANGUAGE SKILLS, WEAVING INSTRUCTION, JOB SEARCH COUNSELING, ORIENTATION TO COMMUNITY SERVICES, AND COMMUNICATION SKILLS.

ARRANGE NOW FOR AN INTERVIEW

Call (703) 379-0196
3536 Carlin Springs Rd. - Suite 14
Bailey's Crossroads, Va. 22041

ADDITIONAL SERVICES PROVIDED BY LFC

- ★ ORIENTATION FOR NEW ARRIVALS AND SPONSORS
- ★ HOMEMAKER ORIENTATION AND HOME VISIT
- ★ JOB GUIDANCE
- ★ TRANSLATION AND INTERPRETING SERVICES
- ★ INFORMATION AND REFERRAL SERVICES
- ★ FREE LAO NEWSLETTER

SERVICES ARE PROVIDED FREE OF CHARGE, REGARDLESS OF RACE, RELIGION, SEX, NATIONAL ORIGIN OR ECONOMIC STATUS.

The LAO FAMILY COMMUNITY, INC. (LFC) was established in 1977 in Santa Ana, California, by the local Lao population. In October 1980, the LFC was granted permission to open an office in Northern Virginia to meet the needs of refugees in the Greater Washington Metropolitan area.

FY80-81 funding for the Homemaker Services program is through a grant from USDHHS, ORR, Washington, D.C.

LFC
ADVISORY COUNCIL -
Va. Branch

Khamthene Chinyavong
Chairman

Cheu Thao
Bounsouane Tanovan
Vice Chairmen

Ophat Nachampassak
Treasurer

Khamphouvy Chounramany
Secretary

Thonchanh Boulom
Thongtanh Souvannaphanh
Bouthinh Thao
Bountop Mounkhati
Vilath Douangphoumy
Somdy Sisavath
Ruth McLean
Vikham Somphone
Members

HOMEMAKER SERVICES
PROJECT STEERING
COMMITTEE

Bounsou Sananikone
Joanne Watson
Betsy Bailey
Lucy Dechaine
Beth Hershner
Margaret Davidson
Lany Lang
Betty Eyler
Debbie Powers

STAFF

Somchanh Vinaya
Project Director

Sheila Epstein
Resource Director

Kim Kouangthi
Weaving Instructor

Vilaykham Douangphoumy
Secretary, Outreach Worker

- ☐ ທ່ານຫາຍ້າງຊື່ນຖານມາຢູ່ເຂດອ້ອມແອ້ມຂອງຣັຖ ເວີຈິເນັຍ ?
- ☐ ທ່ານຕ້ອງການພາຍມາສາ ແລະ ການອະທິບາຍ ແນະນຳໃນເຂດນັ້ ?
- ☐ ທ່ານຕ້ອງການຮຽນພາສາອັງກິດ ແລະ ຄວາມຮູ້ ຮອບຕົວບໍ ?
- ☐ ທ່ານຕ້ອງການຮຽນວິຊາຊີບບໍ ?
- ☐ ທ່ານຕ້ອງການຮຽນຮູ້ຢ່າງກ້ວາງຂວາງກ່ຽວກັບ ການບໍຣິການສາທາຣະນະບໍ ?

* ຖ້າຫາກທ່ານຕອບຄຳຖາມຢູ່ຂ້າງຕົ້ນຫັ້ນຕ້ອງ ມອກເຮົາອົງການສາມັກຄີຄອບຄົວລາວຍິນດີຕອນ ຮັບ

ຈຸດປະສົງສ່ວນໃຫ່ຍຂອງຣະບົບການຈັດ ຕັ້ງກໍແມ່ນການຈູງໃຈເຫຼືອພໍລະເມືອງລາວຕ້ົ້ມາຕັ້ງ ມູມືຄຳເນົ້າຢູ່ໃນສະຫະຣັຖອະເມຣິກັ ໂດຽສະ ເພາະໃນເຂດນັ້.

ໂດຽການກ່ຽວກັບການສອນພຽກແມ່ນ ການເຂົ້ນຈຸ້ໄດ້ຮັບເງິນຕອບແທນຈາກ ຣັຖບານກາງຈະເປັນການຈູງໃຈແກ່ໄວຽການ ລາຍໄດ້ໃຫ້ແກ່ສະຕຣີລາວ ແລະ ຮຽນຮູ້ການປັບ ຕົນເຂ້ົ້າກັບສະພາບສັງຄົມໃຫ່ມ ຂອງອະເມຣິກັ.

ໂດຽການຮຽນວິຊາຊີບຂອງສະຕຣີລາວ ຈະໄດ້ເປີດຮັບເອົ້ານັກຮຽນຫຸກໆ ສາມເດືອນ ເພື່ອຮຽນພາສາອັງກິດ ຮຽນຄຳຫຼຸກເປັນການປະກອບອາ ຊີບ ແລະ ຮຽນຄວາມຮູ້ຮອບຕົວນຳ.

ຖ້າທ່ານສົນໃຈໃນໂຄງການນັ້ ເຊີນຕິດຕ່ໍ ລາຍລະອຽດໄດ້ທຸກວັນ ເວລາຣາຊການ.

<u>ລາຍການບໍ່ຣິການເພັ້ມເຕິມຂອງສູນການ ອ ຍ ດ ລ ນິ້ງ</u>ຕ້ົ້ໄປນ້ :

- ການອົບຮົມແນະນຳໃຫ້ຜູ້ຫ່ໍ້ມາໃຫ່ມ ແລະ ສປອນເຊີ
- ການອົບຮົມກ່ຽວກັບແມ່ບ້ານການເຮືອນ ແລະ ການອອກຢ້ຽມຢາມຕາມບ້ານ.
- ການຈອກຫາວຽກການສຳລັບຜູ້ວ່ົ້ງງານ.
- ການແປພາສາ ແລະ ແນະນຳຕ່ໍ່ງໆ.
- ສະຖານທ່ໍ່ສອນຈານ ແລະ ປັບຄວາມເຂ້ົ້າໃຈ ຣະຫວ່ໍ່ງລາວ ແລະ ຕ່ໍ່ງປະເທດ.
- ຮຽນພາສາອັງກິດເພ້ົ້ອປະກອບອາຊີບ ແລະ ບໍ່ຣິ ການຂ່ໍ່າວສານຟຣີ.

ອົງການສາມັກຄີຄອບຄົວລາວເປັນສູນກາງຂອງຄົນ ລາວ ເພ້ົ້ອບໍ່ຣິການແລະຮັບໃຊ້ແມ່ນພ້ົ້ອງໄດ້ຮ້ົ້ ຊຸມວັນ ນະ ເຊ່ົ້ອຈາກ ສາສນາ ເພດໃດ ແລະ ຊົ້ວັມ ຫ້ົ້ວ.

ອົງການສາມັກຄີຄອບຄົວລາວໄດ້ຕ້ົ້ງ ຂ ນ ກ ໃນເຂດຈັນຕາອາບາ ດາລີ ພ້ົ້ ໂດຽຄວາມຄ ວ ງ ການ ຂອງພໍລະເມືອງລາວ. ສາຂາອົງການສາມັ ຄ ຄ ຄ ລ ວ ລາວຣັຖ ເ ວ ຈ ນ ໂດ ຕ ຕ ງ ໃນເດືອນ ຕຸ ລ ນ ຈ ພ ອ.

HỘI PHỤ NỮ VIỆT NAM
VÙNG HOA THỊNH ĐỐN

THE VIETNAMESE WOMEN'S ASSOCIATION — WASHINGTON AREA

7817 Beard Ct.
Falls Church, Va. 22043

THE VIETNAMESE WOMEN'S ASSOCIATION — WASHINGTON AREA

VNWAWA

I. About the organization

The VNWAWA is a non-profit organization formed in Spring 1979.

Objectives:

- To promote friendship, unity, solidarity and mutual assistance among the Vietnamese women living in the Washington D.C. area.
- To provide self-help community services to the Vietnamese refugees.
- To preserve and promote the Vietnamese culture.

II. Activities

Within the available means, the Association seeks to:

Social activities:

- Provide help to refugee women and children in the area specially family and individual counseling.
- Find home for Vietnamese orphans and unaccompanied children presently staying in the South-East Asian refugee camps.
- Collect and send clothings to women and children in refugee camps.
- Collect and deliver welcome kits to newly arrived refugees.

III. Cultural activities

- Establish and operate a Vietnamese library in Arlington.
- Organize classes in home economics (cooking, beauty care, child care . . .) and in public speaking
- Organize social gatherings for members and families.

IV. Membership

1. **Active members:** All Vietnamese women living in the Washington area who subscribe to the Association's purposes and by-laws are welcomed to join the Association as active members.
2. **Honorary and sustaining members:** Honorary and sustaining memberships are opened to all people of good-will and friends of the Vietnamese.

Đơn Gia Nhập Hội
Membership Application

Tên _____ D.T. _____
Name (first) (Middle initial) (last) *(Tel.)*

Địa Chỉ _____
Mailing Address

Hội Viên Giới Thiệu _____
I was referred to VNWAWA by

Niên Liễm ($12.00) _____ (đính kèm) _____ (sẽ gởi sau)
Annual membership dues *enclosed* *bill me*

Chi phiếu xin đề và gởi về :
Make checks payable to:

VNWAWA,
7817 Beard Ct., Falls Church, Va. 22043

HỘI PHỤ NỮ VIỆT NAM VÙNG HOA THỊNH ĐỐN
VNWAWA

I. Sơ lược về hội

Hội Phụ Nữ Việt Nam vùng Hoa Thịnh Đốn là một hội bất vụ lợi đuốc thành lập vào mùa xuân năm 1979.

II. Mục tiêu của hội

- Gây tình thân hữu, đoàn kết và tương thân tương trợ giữa các chị em phụ nữ trong vùng Hoa Thịnh Đốn.
- Hướng dẫn và giúp người tị nạn trong việc định cư.
- Bảo tồn và phổ biến văn hóa Việt Nam.

III. Hoạt động

Trong phạm vi khả năng, Hội cố gắng thực hiện các công tác dưới đây :

Hoạt động xã hội :

- Giúp đỡ phụ nữ và trẻ em tị nạn trong vùng. Hoa Thịnh Đốn, đặc biệt về cố vấn gia đình và cá nhân.
- Tìm người bảo trợ hoặc cha mẹ nuôi cho các trẻ em mồ côi hoặc không thân nhân hiện đang sống tại các trại tỵ nạn vùng Đông Nam Á.
- Thu thập và gởi quần áo cho các phụ nữ và trẻ em tại các trại tỵ nạn nói trên.
- Tổ chức các buổi họp mặt cho hội viên và gia đình.

Hoạt động văn hóa :

- Thành lập và điều hành một tủ sách Việt Nam tại Arlington.
- Tổ chức các lớp học về nữ công (nấu ăn, giữ gìn sắc đẹp, chăm sóc trẻ em . . .) và nghệ thuật nói chuyện trước công chúng.

IV. Hội viên

1. **Hội viên chính thức :**
   Tất cả phụ nữ trong vùng Hoa Thịnh Đốn tán đồng mục tiêu và nội qui của Hội đều có thể gia nhập hội với tư cách hội viên chính thức.

2. **Hội viên danh dự và yểm trợ :**
   Mọi người có thiện chí và bạn của người Việt Nam, không phân biệt nam nữ, có thể gia nhập Hội với tư cách hội viên danh dự hoặc yểm trợ.

Chương-trình giúp "Nữ-Giới Đông-Dương hội-nhập vào xã-hội Hoa-Kỳ" đã được văn-phòng định-cư Liên-Bang tài-trợ trong vòng một năm, điều-hành bởi Trung-Tâm Cộng-Đồng Đông-Dương.

Mục-đích để được chỉ dẫn chị em tị-nạn khi vừa đặt chân đến một quốc-gia xa lạ với bao ngỡ-ngàng khác biệt, những phương-cách căn-bản thực-dụng như đi chợ, mua sắm, đi bus, xe lửa ngầm; cách xử-dụng thuốc men, đồ dùng trong nhà, sản-phẩm hóa-chất và giữ-gìn sức khỏe bản-thân và gia-đình.

Hướng-dẫn chị em trong cuộc sống mới, hội-nhập với các cộng đồng, học-đường; giao-tế với các bạn Mỹ, láng giềng để đỡ cô-đơn.

Một chương-trình giữ trẻ song-song với lớp học Anh-ngữ giúp quý chị em dễ-dàng theo thụ-huấn. Chúng tôi từ 3 quốc-gia Việt, Miên, Lào hợp-tác chặt-chẽ với giáo-sư để có thể giải-quyết những khó-khăn vì bất-đồng ngôn-ngữ. Tiếp theo là hướng-nghiệp và kiếm việc làm.

Chúng tôi cũng liên-kết với các Hội-đoàn hoặc những nhóm người thiện-nguyện trong vùng Hoa-Thịnh-Đốn cung-cấp cho họ những tài-liệu song-ngữ để làm việc dễ-dàng hơn.

Nhóm chúng tôi gồm có:
Bà Pat Swain, Kế-hoạch chương-trình
Bà Vann Thann, Miên
Bà La Ditthavong, Lào
Bà Minh-Tâm Đỗ Trần, Việt-Nam
dưới sự điều-hành của Ông Giám-đốc Vilay Chaleunrath

INDOCHINESE COMMUNITY CENTER
1628 16th STREET N.W.
WASHINGTON, D.C. 20009

IWAP

The Indochinese Women's Acculturation Project is a one-year project funded by the Office of Refugee Resettlement to the Indochinese Community Center, Mr. Vilay Chaleunrath, Executive Director.

- To teach Indochinese refugee women the skills of homemaking, i.e. using appliances, products, stores, foods, family health care, medications...
- To orientate women to their new life through community services and resources, schools, neighborhood living, expectations of American society...
- Provide opportunities for English language training and assistance to volunteers and teachers in bi-lingual ability of staff...
- To develop materials for other providers of services to refugee women, so that they too can teach homemaking and orientation...
- To provide an intensive training program for a limited group of refugee women in ESL, survival skills, and employability training, with opportunities for on-job-training and child care certification upon completion...
- To cooperate and coordinate with other associations for refugee women, especially Indochinese, in their efforts in serving the women of the metropolitan Washington area.

Ms. Pat Swain, Project Director, ICC
Mrs. Vann Thann, Cambodian IWAP Counselor
Mrs. La Ditthavong, Lao IWAP Counselor
Mrs. Minh Tam Tran, Vietnamese IWAP Counselor

โดยการจองเป็นลูกศิษย์วัดจากอินเดีย ให้ถือปฏิบัติ การบำเพ็ญ และ อัตชีวะประพฤติ ภายในโดยการบวชจากสถาบันการศึกษาในประเทศอินเดีย, มีหน้าที่ดังนี้ คือ

๑- ประพฤติตามข้อบังคับการถือศีล ๕ ข้อ : ไม่ฆ่าสัตว์, ไม่ลักทรัพย์, การประพฤติผิดในกาม, การพูดเท็จ, การดื่มน้ำเมา ไม่ประพฤติผิดในกามและเว้นขาดจากสิ่งมึนเมาทั้งปวง

๒- ให้ความเคารพนับถือในการถือปฏิบัติต่อพระอาจารย์ผู้สอน เพื่อให้รู้จักกับอักษรการ ๖ ในการออกเสียงและการสนทนาอย่างถูกต้อง

๓- จะต้องให้ความเคารพนับถือในการถือปฏิบัติต่อพระอาจารย์ โดยมีหน้าที่จะต้องปฏิบัติ

๔- จะต้องจัดหา และ ประดิษฐ์ประกอบให้อักษรการบริการต่างๆ เพื่อให้สะดวกในการสอนแก่พระอาจารย์

๕- จะต้องปฏิบัติการสอนภาษาอักษร และ อักขระ เพื่อความเข้าใจ ละเว้นจากผู้ที่ไม่ใช่พระภิกษุ และ จะมีหน้าที่ดูแลเด็กให้ดีด้วย

๖- ให้ความอดทน และ ประสานงานกับผู้ที่มีความเคารพให้ความเคารพต่อพระอาจารย์ ผู้สอนจากอินเดีย

- ในอักษรการนั้น, ภิกษุสามเณรที่ศึกษาให้ความเคารพนับถือต่อพระอาจารย์ผู้สอน:

ภาษาพูดมาลา ถิดตะอิว.
พาะใดการบำเพ็ญของ บาวแผด สแอน.
ใดผู้มีความ อิโอ จะต้องอาด เป็นผู้อยู่ในของการ.

๒. ศึกษาให้ผู้ที่ถูกส่งมาจากสถานที่ต่างๆ ให้ปฏิบัติตามหน้าที่ของตน ให้ความเคารพนับถือในการศึกษาและการปฏิบัติ

STEERING COMMITTEE

Amanda Bennett
Young Women's Christian Association

Somchith Nang
Department of Social & Health Services

Ann Marie Patterson
Cerulean Blue, Ltd.

Darlene Sabah
Dept. of Health, Education & Welfare

Arlene Grosvenor-Evans
East Madison YMCA Board

Colleen Hill
International Rescue Committee

Diane Wilder
Public Health Service

Dixie Cole
Public Health Service

Ann Bugge
Metro Transit

Joan Itano
International District Clinic

Judy Truog
SCCC ESL Teacher

Steve Levy
Employment Opportunity Center

PROGRAM DIRECTOR
Renee Taylor

DAY CARE SUPERVISOR
Marcia Ross

We would like to thank those who have devoted so much time and energy and who have contributed financially to make this project possible.

For More Information call E. Madison YMCA
322-6868

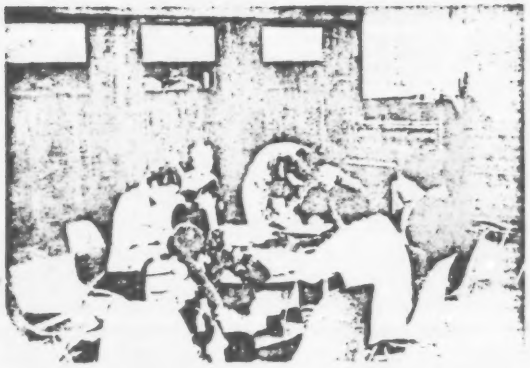
A United Way Agency

Indochinese Women's Program
East Madison YMCA
1700 23rd Ave.
Seattle, Washington 98122

Non-Profit
Organization
U.S. Postage
PAID
Permit No. 793
Seattle, Washington

INDOCHINESE WOMEN'S PROGRAM

YMCA of Greater Seattle
East Madison Branch



The journey from country life in Southeast Asia to the highly industrialized United States presents cultural barriers of staggering proportions. But for many Indochinese women entering Seattle, the acculturation process is being eased by the YMCA of Greater Seattle's Indochinese Women's Program.

With a three-year Northwest Area Foundation grant, and individual contributions, the Indochinese Women's Program provides instruction in English as a Second Language and the development of urban survival skills. Each week a specific survival skill topic is covered.

Classes meet four hours daily, Monday through Thursday at the East Madison YMCA.

A day care center has been established for participants' children, ages one through five. Participants are encouraged to keep babies (less than one year old) with them during class. Participants are reimbursed for bus transportation to and from class.

The Indochinese Women's Program is unique in its emphasis on women refugees. Widows, women with small children, uneducated, handicapped and elderly women are given admittance priority.

When women leave the 11 week program, they should be prepared to enroll in a community college English-As-A-Second-Language course, and eventually go on to a vocation of their choice, with the ongoing assistance of the Indochinese Women's Program staff.

The program utilizes the talents of volunteers trained in diverse areas such as day care, English-As-A-Second-Language, and urban survival skills.

PROGRAM CONTENT

- English-As-A-Second-Language
- Transportation
- Home Safety
- Housekeeping
- Shopping and Budgeting
- Health and Hygiene
- Employment and Education
- Public Services

INDOCHINESE WOMEN'S PROGRAM

TOPIC: Schools

Goals:
1. Learn about possibilities for continuing ESL at Community College (speaker)
2. Learn about American public schools in native language
3. Learn vocabulary and language structures in English necessary for dealing with public schools concerning their children
4. Learn time, dates, keeping appointments

INSTRUCTION:

1. Learn about public schools in native language

Materials

pictures of outside and inside of schools, school bus, calendar, blackboard, playground

Method

Talk about:

a. dates and time of school (September through June, 9:10-3:10)
b. busing: special programs such as ESL at schools sometimes far away. They receive a notice in the mail about their bus stop. Children must be at bus stop 5 minutes before bus is to arrive. If bus is over 15 minutes late, call transportation department. (or us?)
c. Notices from school: report cards, permission slips, some need to be signed, parent-teacher conferences
d. School lunches (sometimes discount) or bring own
e. Homework
f. Field Trips
g. Personnel: principal, teacher, counselor, nurse
h. levels: elementary school (k half day), 1-5 or 1-6
   Junior High 5-8 or 6-8
   Senior High 9-12
i. How to handle problems at school
j. Holidays
k. Good material is found in Everyday English at the beginning and end of the yellow section "Schools," pp. 311-344.

2. Vocabulary and language structure

Materials

pictures, Everyday English; "Schools," calendars
Vocabulary: book blackboard library months paper flag teacher dates notebook calendar principal pencil globe busdriver pen map custodian chair school students table playground days of the week

Methods

a. Teach classroom vocabulary. Use language structures from morning class and the following:
"What is this?" "This is a _____."
"Is this a _____?" "Yes, it is." or "No, it is not."
"What is that?" That is a _____."
"Is that a _____?" "Yes, it is." or "No, it is not."

"What are these?" "These are _____."
"What are those?" "Those are _____."
"Are these _____?" "Yes, they are." or "No, they aren't."
"Are those _____?" "Yes, they are." or "No, they aren't."

b. Teach places: playground, school library
"Where is the _____?" "It's here." "It's there."

c. Teach people: busdriver, teacher, student, principal, custodian
"She/he is a _____."
"They are _____."
"Is he/she a _____?" "Yes, he/she is." "No, he/she isn't.'
"Are they _____?" "Yes, they are." "No, they aren't."
"What is he/she?"

d. Teach grades: K, 1st, 2nd, etc.
Hold up numbers and/or write them on the board.
Practice: 1 - 1st
2 - 2nd
3 - 3rd etc.
Ask: "What grade is she/he in?" "She/he is in _____ grade."

e. Teach days of the week.
Use a calendar and go over many times. Go around in a circle taking turns.
Say a day of the week and see if the students can say the day that follows.
Today is _____. Tomorrow is _____. Yesterday was _____.

f, Teach months of the year. Ordinal numbers for days, 1st, 2nd, 3rd, etc.
Use a calendar. Say months over and over. Teach only three or four at a time and practice them well. Go around in a circle saying them.

Show a calendar. Ask "What is the date today?"
"Today is September _____."
"Yesterday was _____."
"Tomorrow is _____."

Say a date and student finds it on the calendar.

Available from:
The Indochinese Women's Program
East Madison YMCA
1700 23rd Ave.
Seattle, WA 98122

YMCA'S Indochinese Women's Program
and
The Wing Luke Memorial Museum
presents
a cultural experience

music, dance, ethnic food, craft sale
textile demonstrations, slide show

Saturday May 16, 1981 1:00-5:00 PM

East Madison YMCA
1700 23 Avenue
322-6868

admission free

INDOCHINESE SERVICE CENTER

IN-HOME ORIENTATION PROGRAM

CLIENTS TO BE SERVED	GEOGRAPHICAL AREAS	METHODOLOGY	WHO IS TO DELIVER	INTENSITY	CONTENT	EVALUATION
Indochinese women with infants and small children Indochinese home-bound elderly Available from: Indochinese Service Center 1031 25th St. San Diego, CA 92102 Attn: Bok-Lim C. Kim, Director	Central San Diego/ North Park East San Diego Linda Vista North City South Bay	groups of 10-15 of each ethnic indochinese women in their homes; neighbor to neighbor exchange group; field trips For the elderly, orientation is also done at the elderly nutrition program Written and translated information materials hand out	ISC caseworkers Other agency staff is used as resource person ACTION interns	bi-weekly 3 to 5 hours session	Home management: nutrition home maintenance shopping parenting money management health care use of home appliances time management telephone use energy saving emergency needs public transportation American customs social service/ resources etc.....	Participants feedback after each session

The Use of Community Workshops as an Educational Approach to Solving Problems of Child Abuse or Domestic Violence

by Lien Pham MSW

Sensitization and education of the Indochinese community to the existence of child abuse and domestic violence is an important element of socialization of the refugees. In some areas there are high incidences of both of these problems. The Indochinese is often accepting of such behavior and unaware that neither is condoned in American life.

When cases of child abuse or other types of domestic violence are brought to the attention of a social worker, the individuals responsible should be counseled regarding the legal as well as psychological ramifications of such acts. As an adjunct to personal counseling the persons involved should attend group meetings held in the Indochinese community for the purpose of educating the people as a whole on violence in the home.

The workshops should include ten to twelve people including offenders as well as persons who are not exhibiting such behavior so that interaction of the group provides a variety of responses. Guest speakers, such as policemen, lawyers, and social workers, should be asked to speak on the legal, social, and cultural aspects of the problem.

This workshop method will educate the people as to the expected behavior without pointing out any one client as guilty of unacceptable behavior. This method does not allow for denial of new cultural norms based on traditional behavior, which often happens in individual counseling. There is time for audience comments and questions.

Follow-up is provided after the community meetings, especially to those clients who have had individual counseling regarding cases of abuse in the home.

Encouragement should be given to the people so they will attend the meetings. The assistance of priests and community leaders should be sought to motivate the people to participate.

If the meetings are handled so as to be a learning and growth experience rather than one critical of the people's traditional values and methods of discipline regarding family life, much success can be gained. The people will not feel threatened by the presentations but instead will accept the information as a means of establishing more stable family life.

Available from:

Lien Pham MSW
Home Management Supervisor
Indochinese Social Services
2929 So. Carrollton Ave.
New Orleans, LA 70118

personal skills that can be acquired that would resolve conflicts and manage stresses without violence.

Like violence, helplessness, such as the helplessness associated with the "feminine" woman and the helplessness learned by woman as a result of her victimization, is an acquired behavior and can be unlearned.

Underpinning these beliefs is the sense that women need to be empowered psychologically and economically to begin with. It therefore supports all efforts to provide equal opportunities for women in education and jobs, in political and social participation. It encourages self-sufficiency in women and a relationship with men that is characterized by mutual caring and mutual respect.

Basic to all such efforts is the need for women to learn to like themselves, to acknowledge their right to be flawed, to excel, assert, be separate; in short, to affirm themselves as persons. Women so clearly self-affirming raise self-affirming children, and self-affirming individuals, men and women, have neither need nor taste for violence.

Until society is radically altered so that women are empowered equally with men and violent behavior is regarded as unacceptable and opportunities for change are made available to all, the Center believes there will always be a rationalization for violence of all forms: men who would continue to assault women, women who would consent, if obliquely, to such assaults, and children who would perpetuate the cycle of violence.

The Center is aware that it may be delivering a new message to the community. There is danger that in a community that needs to attach itself to its identity and its traditions, it will tune out a message that is incompatible with its beliefs. Nevertheless, the Center has faith in the community it serves: it is a community made up of pragmatic people that has survived a history of discrimination and hardships largely because it recognized the imperative of adaptation. Adaptability is the hallmark of the survivor species. And at stake here is the survival of all — children, women and men — a survival with grace and an intact sense of roots.

_____

_____

All contributions and bequests are tax deductible.

I want to support your work.
Enclosed is my check for _____

Name _____

Address _____

City _____

State/Zip _____

Phone _____

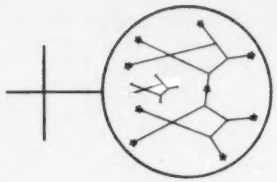
_____ *$1000 or more (Benefactor)*

_____ *$ 500 or more (Supporter)*

_____ *$ 100 or more (Contributor)*

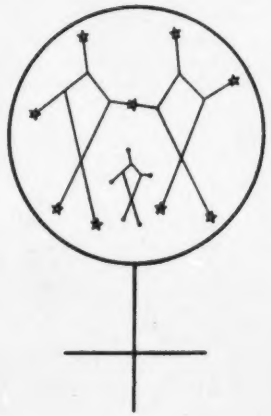
_____ *Any amount (Broke but supportive and concerned.)*

Please make out all checks to
CENTER FOR THE PACIFIC-ASIAN FAMILY, INC.
2140 West Olympic Boulevard
Room 250
Los Angeles, California 90006



The Center for the Pacific-Asian Family, Inc.
2140 West Olympic Boulevard
Room 250
Los Angeles, California 90006

Rape and battering are community concerns; women's issues are human problems . . .



The Center for the Pacific-Asian Family, Inc.
2140 West Olympic Boulevard
Room 250
Los Angeles, California 90006
Hotline:
(213) 388-0446
Business:
(213) 388-3944

The CENTER for the PACIFIC-ASIAN FAMILY, Inc.

Background

The CENTER FOR THE PACIFIC-ASIAN FAMILY, INC. (CPAF) is a sexual assault and domestic violence center serving the Pacific-Asian community of Los Angeles. As a private, non-profit community-based organization, it is one of the oldest and most stable in the area. Beginning in 1966 as a group of community leaders advocating for the viewpoints of Pacific-Asians, it incorporated in 1969 to operate an anti-poverty program. At the same time, it mothered, and frequently played midwife to, a number of social service and advocacy groups that are now considered landmarks in the Pacific-Asian community.

In March of 1979, following a re-assessment of its role in the community, the Agency decided to re-focus its vision and re-channel its energies. Because the problems of domestic violence and sexual assault had remained largely unrecognized and unarticulated, with a corsequent gap in the knowledge of and services for the Pacific-Asian victim population, the Agency chose these problems as the twin foci of its main interest. The CENTER FOR THE PACIFIC-ASIAN FAMILY, INC. was born out of that choice.

But such a center was conceived much earlier. From January to May of 1978, the Agency was looking into the problems of rape and battering. The results of its surveys fertilised the concept of a linguistically and culturally hospitable center that would systematically address, through intervention and prevention, the problem of violence against Pacific-Asian women and children. By August of 1978, the Pacific-Asian Rape & Battering Line was operating as the first crisis center in the community to place itself squarely on the side of women's issues while viewing such issues in the broader context of family and human concerns.

Nilda Rimonte founded the Pacific-Asian Rape & Battering Line (PARB) and is current Executive Director of the Center for the Pacific-Asian Family, Inc.

Goals

To stimulate public awareness of the incidence, causes, nature, and effects of sexual assault and domestic violence, including child abuse and neglect;

To develop programs providing comprehensive crisis services to Pacific-Asian women and children;

To develop culturally appropriate prevention programs for sexual assault and domestic violence;

To develop programs that would intervene with wife-abusers and other perpetrators of domestic violence;

To advocate for change in various social and cultural institutions aimed at preventing the victimization and re-victimization of women and children;

To encourage and conduct research on various issues involving sexual assault and domestic violence, including child abuse and neglect, particularly as they pertain to Pacific-Asians.

Programs

The PACIFIC-ASIAN RAPE & BATTERING LINE

Objectives: To provide crisis intervention assistance to victims of sexual assault and domestic violence, as well as to their families and friends; to conduct a community education campaign aimed at informing the community about the nature of sexual assault and domestic violence, how to prevent them, and how to cope with them when they occur.

Services

24-hour crisis counseling and assistance
Support and follow-up counseling
Victim advocacy assistance throughout the medical, criminal justice, and social service systems
Interpretation and Translation
Transportation and Escort
Information and Referral to support services
In-service training to helping agencies
Rape prevention workshops for all ages
Mediation

Hours

24-hour crisis assistance, 7 days a week
Walk-in assistance from 8:30 to 5:00, Monday through Friday

Fees

None; donations and bequests accepted

NALINAC, A SHELTER FOR BATTERED WOMEN
(to open in 1981)

Objectives: To provide a culturally relevent shelter facility to Pacific-Asian women who are victims of domestic violence as well as their children; to provide shelter residents a variety of services designed to help them cope with their crisis, learn new coping strategies, and strengthen and support those strategies; to provide a counseling and tutorial program for the children of residents.

Services

24-hour emergency shelter, food and protection, as well as crisis intervention
Victim advocacy assistance throughout the medical, criminal justice, and social service systems
Back-up psychological counseling
Information and referral to support services
Employment counseling
Job and Housing advocacy
Interpretation and Translation
Transportation and Escort
Counseling and tutorial services to shelter residents
Recreational activities

Hours

24 hours, seven days a week

Fees

None; donations and bequests accepted

Special Requirements

Prospective shelter residents *must* be screened first by the in-take worker at the Pacific-Asian Rape & Battering Line.

THE CENTER'S PHILOSOPHY

The Center for the Pacific-Asian Family, Inc. sees the family caught in the heart of an ancient paradox: a creative source of nurturance and support and the cradle of violence and destruction. While it agrees that psychological, social, and economic stressors are contributors to violence against women and children, it also believes that such violence is primarily the result of and is sanctioned by the socialization process that rigidly defines sex roles and expectations.

The Center believes in re-examining the roots of this process. It does not blame men for the violence but the mis-education of all men and of all women born and bred out of that process. It questions the institutionalized inequality between women and men and its underlying premise that women are inherently weak and incompetent, who must therefore be protected, at best, and treated as property or as functions, at worst.

The Center believes that violence is learned and it can be un-learned, and that the responsibility for un-learning violence lies with the abuser. It believes that in adapting to new realities, in responding to the pressures of the environment, there are ways that can be learned, new inter-

LIST OF POSSIBLE SOURCES OF MATERIALS ON

FAMILY PLANNING IN THE SOUTHEAST ASIAN LANGUAGES

Language and Orientation Resource Center
Center for Applied Linguistics
3520 Prospect St., NW
Washington, D.C. 20007
A Guide to Orientation Materials for Indochinese Refugees and Their Sponsors; A Selected, Annotated Bibliography

Center for Southeast Asian Refugee Resettlement
2256 Van Ness Ave.
San Francisco, CA 94109

Indochinese Social Service Project
1400 W. 9th St.
Los Angeles, CA 90015

Indochinese Family Services
2311 Van Ness Ave.
San Francisco, CA 94109

Indochinese Cultural and Service Center
1607 NE 41st Ave.
Portland, OR 97232

California, Orange County Health Dept.
Santa Ana, CA 92711

State of Wisconsin
Resettlement Program
Dept. of Local Affairs and Development
4802 Sheboygan Ave.
Madison, WI 53702

Planned Parenthood of New York City
300 Park Ave. South
New York, NY 10010

Indochinese Service Center
1031 25th St.
San Diego, CA 92102

Alliance for Prenatal Research and Services, Inc.
321 South Pitt St.
Alexandria, VA 22314

NUTRITION EDUCATION for SOUTHEAST ASIANS

MINNEAPOLIS HEALTH DEPARTMENT WIC PROGRAM
SPECIAL SUPPLEMENTAL FOOD PROGRAM FOR
WOMEN, INFANTS, AND CHILDREN
250 South Fourth Street
Minneapolis, MN 55415
January 1981

The nutrition education program for Southeast Asian refugees has been developed to provide a nutrition assessment and education tool for health care professionals working with this population. The major goals of this education program are:

- to help refugees become aware of the relationship between good health and good nutrition;
- to address nutrition and health problems, specific to the population;
- to assist people in becoming familiar with American foods and ways to prepare them.

The program consists of three parts:

- a food guide
- newsletters
- lesson plans

All three parts of the education program were developed around the unifying theme of three functional food groups:

- the staple foods (rice and grains);
- the body-building foods (meats, fish, dairy, and legumes);
- the protective foods (fruits and vegetables).

** The Food Guide

The food guide is made up of three colored food posters. It functions as an assessment tool as well as an educational tool. The guide illustrates some of the native Southeast Asian foods available in the United States. In addition, some nutritious and easily available foods that would be a positive contribution to their diet were also included.

Each poster represents one of the three food groups:

- The staple foods form the core of the Southeast Asian diet. The use of these foods is an integral part of their culture. The role of these complex carbohydrates is to assure adequate caloric intake and to provide significant amounts of protein, vitamins and trace minerals. The practise of including large servings of rice and other foods from this group should be reinforced.
- The body-building foods are good sources of complete and incomplete protein, iron and calcium. The term body-building implies the function of this food group that is growth and strength.
- The protective foods (fruits and vegetables) provide good sources of vitamins A and C, calcium and iron. The term protective builds on the concept that including these foods in the diet can help protect a person from illness.

The nutrient composition of the foods in the food guide, along with other foods commonly eaten by Southeast Asians have been determined. Typical meal patterns of pregnant and lactating women, as well as children ages 1-5 years old were analyzed by computer for adequacy. As a result of this study, recommendations can be made that not only meet 100% of the Recommended Dietary Allowances for protein, calcium, iron, vitamin A, vitamin C, thiamin, niacin, and riboflavin but also reinforce the traditional eating patterns of the Southeast Asians. For some individuals, adequate calories may not be met by following the recommended daily intakes. Increased servings of rice can be encouraged to provide adequate calories.

* Developed by Joan Bulfer R.D., M.S.
Jerry Soechting R.D., M.S.
Karen Zeleznak M.A.

** Food guide photography courtesy of General Mills, Inc.

LIST OF NUTRITION EDUCATION MATERIALS

I. Newsletters (English, Vietnamese, Laotion, Cambodian)

A. Pregnancy series

1. Food during pregnancy
2. WIC foods during pregnancy
3. Using WIC foods
4. Feeding your infant
5. Using powdered formula (to be given only to appropriate participants)
6. Postpartum diet

B. Childrens' series

1. Healthy eating for children
2. Introduction of solids
3. Are fat babies healthy babies?
4. Healthy snacks for children
5. Using WIC foods

II. Lesson Plans

A. Use of WIC products

1. Ice cream from milk
2. Snacks
3. Hot cocoa
4. Omelette
5. Peanut butter sandwich

B. Concepts

1. Nutritious vs. non-nutritious snacks
2. Carrying a lunch to school

3. Introducing a new product

4. Enrichment

5. Television Advertising (not pre-tested)

III. Pictorial Recipes

A. Recipes for use with all languages

1. Orange drink

2. Funsicles

4. Funsicles with milk

5. Hot cocoa

6. Ice cream

7. Orange banana shake

8. Toasted cheese sandwich

9. Cheese snacks

10. Supper eggs

11. Omelette

12. Peanut butter balls

13. Peanut butter sandwich

14. Peanut butter-banana sandwich

Minneapolis Health Department
WIC Program
250 South Fourth Street
Minneapolis, MN 55415

**Contact Joan Bulfer
348-8885

The Lesson Plans

The lesson plans were developed for several purposes:

- to be a guide for health professionals to teach nutrition and related skills;
- to be used in teaching practical skills such as cooking and shopping;
- to provide a means of evaluating the nutrition education plan.

Usually the aquisition of nutrition knowlege is not a high priority for the Southeast Asian refugee. Therefore, it is more effective for the educator to teach what the person wants to learn, first. Southeast Asians need to learn the use of American foods, to shop and to understand the American practises related to food. The lesson plans represent a way to fulfill these needs and at the same time teach nutrition principles. There are two categories of lesson plans: those for use in teaching the person the use of American (WIC) products and those for use in teaching other concepts.

Each lesson contains these components:

- a general objective
- a behavioral objective
- learning activities
- evaluation questions or activities

Each lesson contains several nutrition messages. Depending on the person's level of education and familiarity with American customs, one or more of these messages can be included. Pictorial recipes accompany the lesson plans to facilitate the person's use of the new foods at home.

Suggested ways to use the lesson plans:

- The lessons can be taught during clinic sessions with individuals or groups.
- The lessons can be taught in community settings such as adult education classes.
- The lessons can be taught in the person's home to the family of a larger group of relatives and friends.
- The lessons can be taught in a store with a small group of people.

The methods for presenting the lesson plans are outlined but are not meant to limit the numerous ways in which the skills and concepts can be taught.

These nutrition education materials for Southeast Asian refugees attempt to present nutrition related concepts and skills. The food guide presents the food groups clearly in the three posters and the names of the groups relate the food to its function in the body. The newsletters provide translated nutrition information written specifically for Southeast Asian refugees. The lesson plans provide a means of fulfilling the need of the Southeast Asians to learn American foods and customs. Both the newsletters and the lesson plans are reinforced with pictures and pictorial recipes. Together, or separately, the three components can be used in many different ways to fulfill the individual needs of the refugees.
The nutrition education materials are not meant to be a complete program but rather a base from which the health professional, with or without an interpreter can plan and implement an effective nutrition education program.

Suggested ways to use the food guide:

Use as an aid in nutrition assessment to determine nutritional need.

1. Ask, "What do you eat?" The person may point to the foods she or her child/family are eating.
2. Ask, "Do you eat this?", pointing to a specific food. The person may respond yes or no.
3. Ask, "How much?" The pictures can be used in conjunction with bowls, glasses, etc. to get a general idea of serving sizes.

Use as a nutrition education tool.

1. Point out the nutritious foods that may not be familiar to the person.
2. Stress the importance of eating foods from all three groups.
3. Discuss how the names relate to the foods.

   Staple--the basis of the diet

   Body-building--growth and strength

   Protective--protects from illness

4. Use the pictures in conjunction with real food.
5. Do taste-testing with some unfamiliar foods.
6. Tell the person the correct amount of food to eat by pointing to the pictures, then to a glass, bowl, or food model.
7. Use the logo on the posters as a unifying symbol for the entire nutrition education plan, i.e. in demonstrating a body-building recipe use the triangle.

The food guide can be adapted in a variety of ways to provide a useful tool in developing a nutrition education plan.

The Newsletters

The newsletter series fulfills several goals:

- To reinforce and expand further the food guide themes.
- To provide a translated form of nutrition information.
- To provide not only nutrition knowledge, but also to teach practical nutrition-related skills.

The newsletter series is written in two parts: the first for pregnant women, the second for young children. The first set of newsletters deals with the subjects of food during pregnancy and the postpartum period; and the WIC foods and how to use them. The newsletters also encourage the pregnant woman to breastfeed her baby. The second set of five newsletters discusses the feeding of young children. The newsletters encourage eating a variety of foods from the three food groups. They also address specific problems such as delayed introduction of solids, the overfeeding of infants and children, and unhealthy snacks.

Suggested ways to use the newsletters:

The newsletters can be mailed to people.

1. The first newsletter should be handed to the person and explained. The person should be told that other newsletters will come in the mail.

2. An interpreter can call the person to inform him/her that the newsletters will be mailed.

The newsletters can be handed out in clinic.

1. The newsletters can be handed out in sequence to appropriate persons at each clinic appointment.
2. Some of the newsletters can be used by other health professionals as health promotion information, e.g., dentists can use "Healthy Snacks for Children".
3. The first newsletter in each series, "Food during Pregnancy" and "Healthy Eating for Children" can be used to explain the food guide.

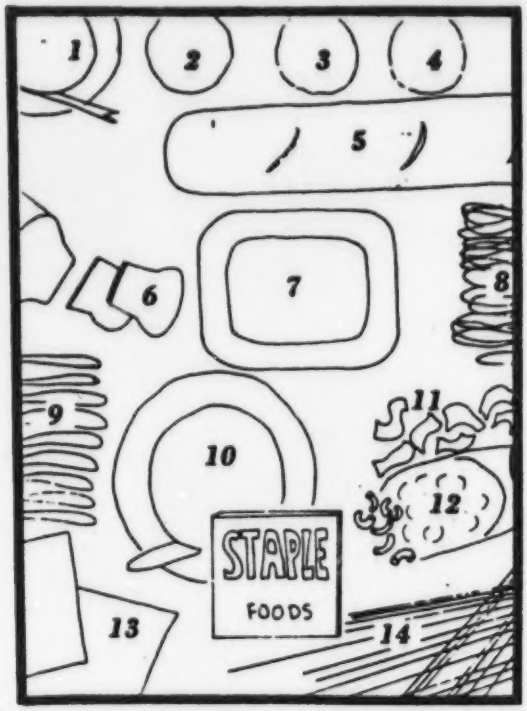
The newsletters are available in four languages: English, Vietnamese, Laotian, and Cambodian. They can be expecially useful for those health professionals without the assistance of an interpreter.

RECOMMENDED DAILY INTAKE

FOOD GROUP	RECOMMENDED SERVINGS	FOOD GROUP	RECOMMENDED SERVINGS
	WOMAN (Pregnant or lactating)		CHILD (1-5 yrs.)
STAPLE FOODS		STAPLE FOODS	
1/2 c. rice or pasta 1 slice bread	9	1/2 c. rice or pasta 1 slice bread	5
3/4 c. WIC cereal	1	3/4 c. WIC cereal	1
BODY-BUILDING FOODS		BODY-BUILDING FOODS	
2-3 oz. meat, fish, poultry 2 eggs 4 Tbls. peanut butter 1 c. cooked dried beans, peas	2	1 oz. meat, fish, poultry 1 egg 2 Tbls. peanut butter 1/4 c. cooked dried beans, peas	1-2
1 c. milk or other calcium sources 1/2 c. tofu 1/2 c. salmon or mackeral with bones 12 oysters 2 c. broccoli *1/3 c. sardines 1 3/4 c. ice cream	3	1/2 c. milk or other calcium sources 1/4 c. tofu	5
PROTECTIVE FOODS		PROTECTIVE FOODS	
1/2 c. fruit juice 1 medium citrus fruit	1	1/2 c. fruit juice 1 medium citrus fruit	1
1/2 c. dark leafy green vegetable	2	1/3 c. dark leafy green vegetable	1
other fruits or vegetables	3	other fruits or vegetables	2

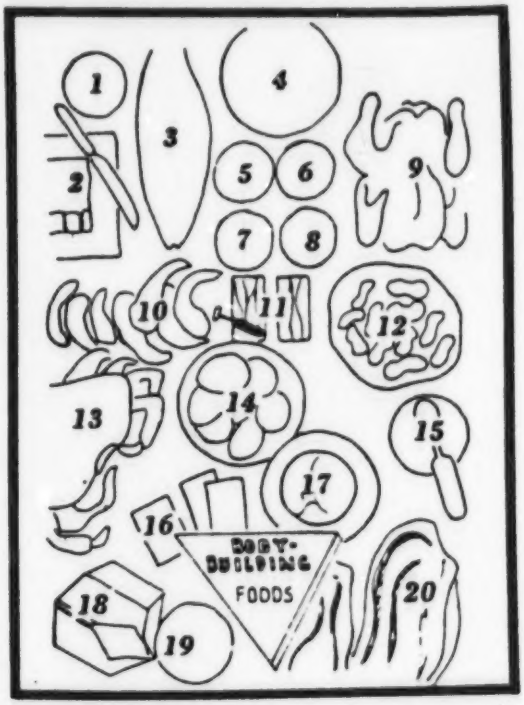
* High sodium food

Staple Foods



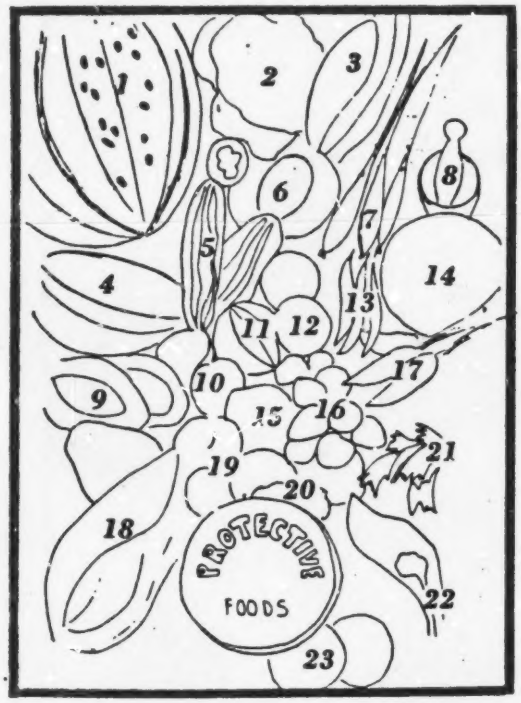
1. Cellophane noodles
2. White rice (enriched)
3. Sweet rice
4. Brown rice
5. French bread
6. Whole wheat bread
7. Ramen
8. Rice noodles
9. Rice sticks
10. WIC cereal
11. Egg noodles
12. Macaroni
13. Egg roll wrappers
14. Spaghetti

Body-building Foods



1. Fish sauce
2. Tofu
3. Fresh fish
4. Beef liver
5. Soy beans
6. Lentils
7. Mung beans
8. Sesame seeds
9. Chicken
10. Shrimp
11. Sardines
12. Peanuts
13. Crab
14. Eggs
15. Peanut butter
16. Cheese
17. Ice cream
18. Milk
19. Yogurt
20. Pork shoulder

Protective Foods



1. Watermelon
2. Cabbage
3. Romaine lettuce
4. Bananas
5. Bitter melon
6. Cantaloupe
7. Green onions
8. Dried red chili peppers
9. Papayas
10. Peaches
11. Oranges
12. Orange Juice
13. Green beans
14. Mung bean sprouts
15. Lemon
16. Strawberries
17. White radish
18. Chinese spinach
19. Apples
20. American broccoli
21. Mustard greens
22. Chinese broccoli
23. Tomatoes

GOOD SOURCES OF:	Iron	Calcium	Vit. A	Vit. C
PROTECTIVE	Spinach Watermelon Cantaloupe Broccoli Mustard greens	Broccoli Mustard greens	Cantaloupe Broccoli Red chili peppers Papaya Peaches Tomatoes Mustard greens Spinach	Watermelon Cabbage Cantaloupe Oranges Orange juice Strawberries Broccoli Mustard greens Spinach
BODY-BUILDING	Tofu Liver Soybeans Lentils Chicken Shrimp Eggs Sardines Pork	Sardines Cheese Ice cream Milk Yogurt Dried fish Tofu	Liver Eggs	
STAPLE	Enriched: White rice Wheat Noodles Spaghetti Brown rice Sweet rice Cereal, iron fortified			

THE WOMEN'S PROGRAM

Cultural Skills Training

for Refugee Women

The Indochinese Cultural & Service Center

THE WOMEN'S PROGRAM

Cultural Skills

for Refugee Women

Program Developed by:

Gaile Baack
Janet Rullo
Yvette St. John
Carrie Wilson

Indochinese Cultural and Service Center
The Neighborhood House
3030 S.W. Second Avenue
Portland, Oregon 97201

Indochinese Cultural and Service Center

WOMEN'S PROGRAM CULTURAL SKILLS TRAINING

Cultural Competencies

	Level I	Level II	Level III	Level IV
ORAL INFO.	Name, address, city, state Phone number Marital status Nationality	Number of children Names of family members and their relationship Age	Height, weight, physical description of self, sex Husband's occupation Date and place of birth	Length of time in U.S. Social Security Number Alien Registration Number
SOCIAL COURTESIES	Greetings & basic courtesy expressions Knows basic classroom vocabulary	Introduces oneself Introduces friends	Uses common cultural expressions	Interacts with Americans in the home
HEALTH	Identifies common body parts Names basic personal hygiene items	Identifies more specialized parts of the body Describes simple states of being	Names internal body parts Describes more specialized states of being	Can identify common hygiene items to purchase Describes common symptoms Names common illnesses
GENERAL INFORMATION	Knows cardinal numbers 1-20 Identifies alphabet letters Identifies coins Reads hourly clock time Names days of the week	Knows cardinal numbers 1-100 Recites the alphabet Spells name & address Names coins and understands their worth Reads specific clock times Names months of the year Names seasons	Knows upper & lower case alphabet letter Counts change Describes weather	Knows ordinal numbers Names corresponding sounds of letters Makes change Tells calendar time/ date Desribes seasons Names basic measurements
CONSUMER EDUCATION	Dials phone Knows pedestrian signs Knows basic bus vocabulary Identifies common food items Names rooms of the house Identifies colors	Makes phone calls Understands basic directions Rides bus with instructor Buys food in a store Names furniture items Names basic clothing items	Makes emergency phone calls Can ride bus from home Reads prices of food items Names household appliances Names specialized clothing items	Uses pay phone Gives basic directions Can use bus systems alone Identifies specific foods Understands use of household items & appliances Understands proper care of clothing

-3-

WRITING

Level I	Level II	Level III	Level IV
Writes numbers 1-10 Writes name in upper case	Writes numbers 1-50 Writes upper case alphabet Writes upper case address	Writes numbers 1-100 Writes lower case alphabet Understands use of cases	Writes basic personal information

Available from:

Indochinese Cultural and
Service Center
1607 N.E. 41st Ave.
Portland, OR 97232
(503) 288-6206

PARENTING PROGRAM

The need for a parenting program stems mainly from the need for these women to learn parenting behavior which is appropriate to our culture. The American social system is very different from Asian social systems, so in this society, a different set of problems arise in conjunction with parenting. The Parenting Program is designed to cover a broad range of topics which will enable the women to function better within the American system.

TOPICS:

(1) Family Planning
(2) Pre-Natal Care
    A.) Nutrition for mothers
    B.) Importance of pre-natal check-ups
    C.) Exercise in pregnancy
(3) Child Health Care
    A.) Pediatric Care - physical check-ups
    B.) Dental Care
    C.) Childhood Diseases
    D.) Immunization
    E.) Nutrition
(4) Child Safety
    A.) Medication - use & storage and other poisons
    B.) Household Appliances
    C.) Yard Safety - poisonous plants and safe play areas
    D.) Toys
    E.) Care and Bike Safety
    F.) Babysitters
    G.) Proper food storage
    H.) Emergency Procedures
(5) Infant Stimulation
    A.) Proper environment for healthy growth
    B.) Ways to interact with the child
(6) The School System
    A.) Child's experience at school
    B.) Peer pressure and embarrassment
    C.) Dressing the child properly for school
    D.) School conferences, PTA, grade reports, etc.
(7) Family Structure
    A.) American vs. Asian family structure
    B.) Intergenerational conflict (adolescents, etc.)
    C.) Methods of dealing with family conflict
(8) American System
    A.) Laws
    B.) Societal expectations

CULTURAL SKILLS PRESENTATIONS

LEVEL I

Introduction to the U.S. Health Care System:

(1) Procedures for going to the Doctor
(2) Following the Doctor's orders
(3) Brith Control
(4) Child Health Care
(5) Basic First Aid

Medicine:

(6) Over-the-Counter Drugs
(7) Prescription medicines
(8) Children's medicines

Nutrition:

(9) Four food groups & American foods

Telephone:

(10) Uses & Misuses

Housing:

(11) Rental policies & practices
(12) Utilities

Home Maintenance:

(13) Cleaning
(14) Proper Upkeep
(15) Garbage disposal and sanitation

Safety:

(16) Home
(17) Child
(18) Crime Prevention
(19) Rape Prevention
(20) Fire

Level II

Personal Hygiene:

(1) Dental
(2) Grooming
(3) Female
(4) Hygiene Products

Money Management:

(5) Budgeting
(6) Budget Stores & Shopping

Banking:

(7) Banking Services and System

Appliances:

(8) Proper use of Appliances

Clothing:

(9) Comparative Shopping & Sizing
(10) Care of Clothing

Transportation:

(11) City Bus System
(12) Taxi Cabs & Cars
(13) Inter-City Transportation

Mental Health:

(14) Awareness of Mental Health Services
(15) Parenting Program (beginning)

LEVEL III

Postal System:

(1) Use of the Postal System

Community Resources:

(2) Recreational Opportunities
(3) Library
(4) Welfare
(5) CSD
(6) Food Stamp Program
(7) School System
(8) Senior Resources

Cultural Differences:

(9) Food
(10) Physical-gestures, touching, sexual behavior
(11) Social courtesies & Offensive behaviors
(12) Age, family structure and sex roles

(13) Dress & Concepts of Beauty
(14) Holidays, weddings, anniversaries & birthdays
(15) Concepts of Time

Mental Health:

(16) Parenting

LEVEL IV

Government:

(1) Laws
(2) Governmental Systems

Refugee Status:

(3) Forms & Identification
(4) Citizenship

Employment:

(5) Jobs avilable to them
(6) Employee relations & Minority rights
(7) Application & Interviewing Process

Environmental Awareness:

(8) Recycling
(9) Littering & keeping American clean

Mental Health:

(10) Parenting

UNITED NATIONS HIGH COMMISSIONER
FOR REFUGEES

Available from:
1785 Massachusetts Ave., NW
Washington, DC 20036
(202)387-8546

REFUGEE WOMEN
Audio-Visual Material - Price List 1980/81

Some of the following material is available free of charge. Where a price is indicated, it represents minimum charge only. Prices are given in US dollars.

Educational Slide Set: A complete kit includes 60 color slides, 1 cassette commentary with a series of questions for discussion (electronically coded plus audible signal for slide advancement) 20 copies of a Background Paper, 20 copies of a Discussion Aid, 20 pamphlets on International Aid to Refugees, 1 Secondary School Supplement (schools only)

1 set	$50.
10-50 sets	$45.
50 sets or more	$30.

Wall Chart: An educational poster (13 photos plus texts) highlighting the plight of refugees.

1-100 copies	No charge
100 copies	$20. per 100

Film: A 30 minute color feature film illustrating the problems encountered by women refugees the world over. Written commentary and background paper included.

1-10 copies	$225. per copy
10 copies or more	$200. per copy

Video: The same film delivered as a master tape or copies

1 master	$100.
1-10 copies	$ 75. per copy
10 copies or more	$ 50. per copy

Multi-Media Educational Packet: A composite of the above material prepared for study groups with a maximum of 20 participants. Each packet contains: 1 film, 1 complete educational slide set plus 20 wall charts.

Per packet	$250.
Per packet	$125. (video version of film)

Price and Instructions for Special Language Versions: Versions of the material in languages other than English, French and German may be obtained upon request. All material will be sent to the ordering group for translation into the required language. Upon return of the translated material, special versions will be produced in Geneva.

Educational slide set and multi-media packet: A minimum order, negotiable, is required for special language versions.

Wall charts: For versions other than English, French or German, special quotations will be provided.

Films: The cost for making language versions of the film are as follows: First copy, (including voice) $1,000; each copy thereafter at indicated standard rate.

Delivery Time: Approximately one month after receipt of translated material.

Payment: By invoice upon delivery of the material.

UNHCR Public Information Section, Palais des Nations, CH-1211, Geneva 10, Switzerland
Phone 022/31.02.61, extension 2962 Telex 27492 UNHCR CH GENEVA

To order, please include Name, Organization, Address, material requested, quantity, price and total cost.

NEWS

CENTER FOR APPLIED LINGUISTICS
3520 Prospect Street, N.W. Washington, D.C. 20007 (202)298-9292

LANGUAGE AND ORIENTATION RESOURCE CENTER

NEW ORIENTATION FILM SERIES

In conjunction with David Abramowitz Productions of Los Angeles, California, the Language and Orientation Resource Center is in the final stages of producing five orientation films for newly-arrived refugees and Cuban and Haitian entrants to the United States. The five 20-minute films depict the following aspects of life in the United States: emergency situations, medical care, employment, interpersonal and community relationships and household maintenance and safety in the home. The soundtracks for each film a[illegible]pted into Cantonese Chinese, Haitian Creole, Hmong, Khmer, Lao, Spanish and Vietnamese.

The purpose of the films is to help these new arrivals adjust to the United States by increasing their knowledge of this culture, and by reducing their sense of isolation and fear. Specificially, each film has a set of orientation objectives. During emergency situations, the refugee/entrant is shown how to dial a telephone and find emergency numbers, how to contact neighbors and sponsors, and how to act when stopped by a police officer for a traffic violation. The film on medical care shows services available in health clinics, steps involved in making and keeping an appointment at a clinic, proper use of prescribed medicines, basic preventive practices, and medical bills and insurance. The film on employment discusses the work

ethic in the United States, discourages dependency on welfare, identifies sources of information on job openings, visualizes the concept of upward mobility, models behavior on the job, including interaction with fellow employees and supervisors, and portrays women as a sizeable portion of the work force.

The film on interpersonal and community relationships introduces various people and organizations that the refugee/entrant may meet, including sponsors and neighbors, describes strategies for coping with stress, and shows that assistance is available if problems arise. The film on safety in the home and household maintenance emphasizes the correct use of kitchen appliances and common bath fixtures, safe storage of common household cleaning agents, safe use of electric switches and sockets, proper disposal of trash, and various neighborly considerations.

The films will be evaluated not only in terms of comprehensibility and relevance but also for their intended effects on the awareness, knowledge and attitudes of the target audience.

Five ten-minute slide/tape shows with the same content as the films are being produced simultaneously. The films and slide/tape shows will be available by the end of August.

REFUGEE ORIENTATION KITS

Through a grant from the Office of Refugee Resettlement (ORR), the Center for Applied Linguistics has developed orientation kits intended to provide initial orientation for newly-arrived refugees. Thirty-six thousand of these kits are being distributed free of charge to heads of households (one kit per refugee family) through the Regional Offices of ORR, the State Refugee Coordinators, Voluntary Agencies, and ethnic self-help groups (Mutual Assistance Associations).

Each kit consists of:

- a 210-page Handbook in one of five languages (Vietnamese, Hmong, Lao, Khmer, and Chinese) covering major areas of resettlement; home management, employment, education, medical, travel, services, finance, and law;
- an audio-cassette tape in these languages, for those who cannot read well, which summarizes the information in the Handbook;
- a phrasebook in English and the native language; and
- an emergency card.

Due to the high demand for these Orientation Kits the Center for Applied Linguistics is offering them for sale at the lowest possible price.

INDIVIDUAL ITEMS

Handbook, emergency card and audio-cassette	$ 7.00
Handbook and emergency card	6.00
Bilingual Phrasebook with Useful Word List	4.00
FULL KIT PRICE	$10.00

Questions can be answered by the staff of the Language and Orientation Resource Center. The phone number is 800-424-3750 or 800-424-3701. (Washington, D.C. callers use 202-298-9292.) We would be happy to answer any questions that you might have.

ORDERING INSTRUCTIONS

ITEMS	QUANTITY ORDERED					COST
	Laotian	Vietnamese	Khmer	Chinese	Hmong	Total
Handbook, card, cassette						
Handbook and card						
Phrasebook						
COMPLETE KIT						
					TOTAL COST OF ORDER	

Orders under $ 50.00 must be pre-paid. A 10% discount will be applied to any pre-paid order of 50 or more kits or individual items.

Send check or money order to:

Center for Applied Linguistics
P.O. Box 37422
Washington, D.C. 20013

Ship Order To:

name _____

Address _____

_____

Center for
Applied
Linguistics

Refugee/Entrant Phrasebooks

1.	English-Vietnamese Phrasebook with Useful Word List (for Vietnamese speakers)	$ 4.00	_____
	Accompanying two cassette tapes	13.00	_____
2.	Vietnamese-English Phrasebook with Useful Word List (for English speakers)	3.00	_____
	Accompanying one cassette tape	6.00	_____
3.	English-Hmong Phrasebook with Useful Word List		
	Accompanying cassette tapes (forthcoming)	13.00	_____
4.	English-Lao Phrasebook with Useful Word List	4.00	_____
	Accompanying cassette tapes	13.00	_____
5.	English-Khmer Phrasebook with Useful Word List	4.00	_____
	Accompanying cassette tapes	13.00	_____
6.	English-Spanish Phrasebook with Useful Word List	4.00	_____
	Accompanying Cassette tapes (forthcoming)	13.00	_____
7.	English-Chinese Phrasebook with Useful Word List	4.00	_____
	Accompanying Cassette Tapes (Cantonese) forthcoming	13.00	_____

Book Totals	$_____
Postage and Handling	$ 1.75
Total Order	$_____

All orders must be prepaid: please forward your request to:

Center for Applied Linguistics
Publications
P.O. Box 37422
Washington, D.C. 20013

Name _____

Address _____

_____

_____

_____ Zip _____

3520 Prospect Street, N.W. Washington, D.C. 20007 (202)298-9292 Cable: CENTAPLING

September 1981

LANGUAGE AND ORIENTATION RESOURCE CENTER 800-424-3750, 800-424-3701

REFUGEE EDUCATION GUIDES

The Guides listed below were produced by the Language and Orientation Resource Center of the Center for Applied Linguistics. They are now available through the ERIC System (Educational Resources Information Center). Please contact your nearest ERIC Library Facility to obtain photocopies from their microfiche collection or you can order copies from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. If you choose to order your photocopies from the EDRS, please include the following information with your order: Series title, Guide title and number, ED search number, number of pages, and EDRS price. The EDRS requests that all orders be prepaid (or accompanied by an original purchase order) with the proper amount included for postage (see postage chart on flip side). If you have any questions regarding the photocopy service, please call the EDRS Customer Service Representative at 703-841-1212.

		SEARCH	PGS.	EDRS
PRESCHOOL EDUCATION SERIES				
1.	ESL in Kindergarten: Orientation and Scheduling	ED116476	4pg.	2.00
2.	" " " Teaching Pronunciation & Grammar	ED116477	6pg.	2.00
3.	" " " Testing Young Children	ED116478	4pg.	2.00
4.	" " " Language & Concept Development	ED116479	6pg.	2.00
ELEMENTARY EDUCATION SERIES				
1.	On Keeping Lines of Communication with Indochinese Children Open	ED116482	6pg.	2.00
2.	Classroom Instructions in Vietnamese: Inside the Classroom	ED116483	4pg.	2.00
3.	Vietnamese History, Literature & Folklore	ED116484	4pg.	2.00
4.	Classroom Instruction in Vietnamese: Outside the Classroom	ED116485	10pg.	2.00
5.	Continuing English Studies During the Summer	ED125302	14pg.	2.00
6.	Supplemental ESL Activities for Classroom Teachers	ED153498	10pg.	2.00
INTERMEDIATE/SECONDARY SERIES				
1.	Vietnamese History, Literature & Folklore	ED116480	6pg.	2.00
2.	Detailed Content of Vietnamese Secondary Education	ED129069	72pg	5.30
3.	Continuing English Studies During the Summer	ED125302	14pg.	2.00
EDUCATIONAL ADMINISTRATION SERIES				
1.	On assimilating Vietnamese & Cambodian Students in U.S. Schools	ED125307	4pg.	2.00
2.	Meeting English Language Needs of Indochinese Students	ED116481	12pg.	2.00
BILINGUAL/BICULTURAL SERIES				
1.	Information for Administrators and Teachers	ED125308	9pg.	2.00
2.	A Selected, Annotated Bibliography of Bilingual/ Bicultural Education	ED153496	12pg.	2.00
3.	A Model for Bilingual Language Skill Building	ED134028	40pg.	3.65

ADULT EDUCATION SERIES	ED Search #	PGS.	EDRS $
1. Teaching English to Adult Refugees	ED125303	12pg.	$2.00
2. A Selected, Annotated Bibliography of Materials for Teaching English to Indochinese Refugee Adults (Second Revised Version).	ED197627	68pg.	5.30
3. Learning English A Different Way (one paper written in English, Viet., Camb., Lao)	ED129061	9pg.	2.00
4. ESL Reading Materials for Adults	ED129062	20pg.	2.00
5. Recreational Reading in Vietnamese	ED129063	12pg.	2.00
6. English Lessons for Refugee Adults - A Guide for Volunteers, Tutors and Teachers	ED129068	47pg.	3.65
7. English Pronunciation Exercises for Speakers of Vietnamese	ED135244	51pg.	5.30
8. A Guide to Manpower/Vocational ESL	ED188499	57pg.	5.30
9. Teaching ESL to Illiterate Adults	ED197628	71pg.	5.00
GENERAL INFORMATION SERIES			
1. Hints for Tutors	ED116486	8pg.	2.00
2. Testing English Language Proficiency	ED116487	14pg.	2.00
3. Education in Vietnamese Fundamental Principles and Curricula	ED116488	20pg.	2.00
4. Teaching English Pronunciation to Vietnamese	ED125304	10pg.	2.00
5. Teaching English to Vietnamese: Textbooks	ED116489	10pg.	2.00
6. A Brief Look at the Vietnamese Language: Sounds and Spellings	ED125305	16pg.	2.00
7. Testing the Reading Ability of Cambodians	ED116490	7pg.	2.00
8. Academic Resources for Language & Culture	ED116491	32pg.	3.65
9. A Selected Bibliography of Dictionaries	ED196310	8pg.	2.00
10. Teaching English Pronunciation to Speakers of Black Tai (Tai Dam)	ED116493	16pg.	2.00
11. Teaching English Structures to the Vietnamese	ED125306	20pg.	2.00
12. Supplement to "An Annotated Bibliography for Teaching English to the Vietnamese"	ED122631	20pg.	2.00
13. Perspectives on a Cross-Cultural Problem: Getting to Know the Vietnamese	ED129067	24pg.	2.00
14. The Hmong Language: Sounds and Alphabets	ED157400	38pg.	3.65
15. The Hmong Language: Sentences and Phrases	ED158592	46pg.	3.65
16. Glimpses of Hmong Culture and Recent History in Laos	ED159901	44pg.	3.65
17. An Annotated Bibliography of Materials on the Hmong of Laos	ED159902	30pg.	3.65
18. Teaching English to Cambodian Students	ED165467	39pg.	3.65
19. Teaching English to Speakers of Lao	ED177907	56pg.	5.30
20. English Language Testing	ED183016	34pg.	3.65
21. English Pronunciation Lessons for Hmong	ED188498	45pg.	3.65
22. Background Information on the Ethnic Chinese	ED196311	27pg.	3.65
A MANUAL FOR INDOCHINESE REFUGEE EDUCATION: 1976-1977 (Kindergarten through 12th grade).	ED135236	280pg.	20.15

Mailing Information: Unless otherwise requested, all orders are shipped UPS.
The UPS Rates:

1-75 pgs. or 1 lb.	=	$1.47 Maximum
76-150 pgs. or 2 lb.	=	1.84 "
151-225 pgs. or 3 lb.	=	2.22 "
226-300 pgs. or 4 lb.	=	2.58 "

Center for Applied Linguistics, 3520 Prospect St., N.W. Washington, D.C. 20007

Language and Orientation Resource Center

The Refugee Education Guides listed on this page are either currently available, forthcoming, or are in the process of being reprinted. While supplies last, you can obtain one copy of each Guide for free by writing to the LORC, c/o the Center for Applied Linguistics (address above) or call us on our toll-free WATS lines (in operation Monday - Friday, 8:30 am to 6:30pm EST): 800-424-3750, 800-424-3701. For local residents, our number is 202-298-9292.

ADULT EDUCATION SERIES

2. A Selected, Annotated Bibliography of Materials for Teaching English to Indochinese Refugee Adults (revised) - available to program directors and libraries only.

7. English Pronunciation Exercises for Speakers of Vietnamese

8. A Guide to Manpower/Vocational ESL

9. Teaching ESL to Illiterate Adults

10. Teaching English to Refugee Adults - A Guide for Volunteers, Volunteer Coordinators, and Tutors.

11. Program Design Considerations for English as a Second Language

GENERAL INFORMATION SERIES

9. A Selected Bibliography of Dictionaries (revised)

13. Perspectives on a Cross-Cultural Problem: Getting to know the Vietnamese.

14. The Hmong Language: Sounds and Alphabets

15. The Hmong Language: Sentences and Phrases

16. Glimpses of Hmong Culture and Recent History in Laos

18. Teaching English to Cambodian Students

19. Teaching English to Speakers of Lao (revised).

20. English Language Testing.

21. English Pronunciation Lessons for Hmong.

22. Background Information on the Ethnic Chinese

23. Teaching English to Speakers of Vietnamese (forthcoming)

25. Teaching English to the Cubans (forthcoming).

26. Teaching English to the Haitians (forthcoming).

Refugee Fact Sheet Series (forthcoming)

1. Soviet Jews
2. Afghans
3. Ethiopians
4. Armenians
5. Kurds
6. Mien/Yao

Also available (originally published by the Orientation Resource Center):

A Guide to Orientation Materials for Indochinese Refugees and Their Sponsors: A Selected, Annotated Bibliography (available only to program administrators and libraries).

VII
SELECTED BIBLIOGRAPHY

SELECTED BIBLIOGRAPHY

I. Refugee Women's Needs: International Overview

Buvinic, Mayra, Nadia H. Youssef, and Barbara von Elm. 1978. "Women-Headed Households: The Ignored Factor in Development Planning." Report submitted to the Agency for International Development/Women in Development. Washington, DC: International Center for Research on Women.

A valuable source of information which provides a contemporary and detailed definition of heads of household and portrays the women in the Third World who play such roles.

Carpenter, Margaret. 1981. "Helping Refugees: Addressing the Needs of Women Refugees," World Refugee Survey. New York, NY. pp. 42-44. Available for $5 (post-paid) through the United States Committee for Refugees, Inc.; 20 West 40th St., New York, NY 10018.

Chaney, Elsa. "Women Refugees and Immigrants: Implications for the Third World." Copy of paper may be obtained from Dr. Elsa Chaney; 7215 Winsor Lane; Hyattsville, MD 20782; (301)277-8945 (H) or (301)659-0480 (O).

Ferguson, Ed. 1980. "The Vulnerable Ones: A Report on Working Programs of the Indochinese Cultural and Service Center, Portland, Oregon." Prepared for the Workshop on Integration of Refugees from Indochina in Countries of Resettlement, Geneva, Switzerland, September 29 - October 3, 1980.

Intergovernmental Committee for Migration. 1981. "Conclusions and Recommendations from the Seminar on Migrant and Refugee Women," Geneva, April 6-10, 1981.

Munene, Fibi. 1981. "Women Refugees Face Double Shock." Article reviewing the needs of African refugee women. ICARA Report, Number 2, February 19, 1981.

Romero, Berta. 1981. "Indochinese Refugee Women in Thailand." Prepared for: ICM Fifth Seminar on Adaptation and Integration of Permanent Immigrants, April 4, 1981.

United Nations High Commissioner for Refugees. 1980. "Women Refugees," Report prepared for the World Conference of the United Nations Decade for Women. UNHCR, No. 2, June-July, 1980.

United Nations High Commissioner for Refugees. 1980. "Resolutions and Decisions Adopted by the World Conference of the United Nations Decade for Women: Equality, Development and Peace." Copenhagen, Denmark, July 1980.

United Nations High Commissioner for Refugees. 1980. "Situation of Women Refugees the World Over." Prepared for the World Conference of the United Nations Decade for Women: Equality, Development and Peace. Copenhagen, Denmark; July 1980.

II. Refugee Women's Needs in First Asylum Situation

Equity Policy Center. 1981. "Refugee Women in First Asylum Camps: The Indochinese in Thailand," Indochinese Refugees: Special Needs of Women's Projects. Washington, DC: EOPC, April 1981.

Available from the Equity Policy Center; 1302 18th St., NW; Suite 502; Washington, DC 20036.

III. The Needs of Women in Permanent Residence in the United States

Crandall, JoAnn, Charlene Day and Estelita Reny. 1980. "Survey of Existing Programs for Orientation of Women Refugees and Migrants in the United States." Paper presented at the Intergovernmental Committee on Migration Conference, Georgetown University, Washington, DC; December 10, 1980.

Davison, Lani. 1981. "Women Refugees: Special Needs and Programs," Journal of Refugee Resettlement, Vol. 1, No. 3, May 1981, pp. 16-26

Available through the Equity Policy Center; 1302 18th St., NW; Suite 502; Washington, DC 20036.

Ferree, Myra Marx. 1979. "Employment without Liberation: Cuban Women in the United States." Social Science Quarterly, 60:35-50. June, 1979. Analysis of labor force participation and domestic roles of Cuban women in the Miami area.

Gellerman, Randy. 1980. "Towards Understanding Third World Womanhood: Vietnamese Women, Their Men, Their Children and Their Lives." Paper presented at the Association of Asian Studies Annual Conference, Washington, DC.

Haskins, Marilyn W. 1975. "Vietnamese Women: Their Roles and Their Options," in Being Female, edited by Dana Raphael. The Hague: Mouton.

Available through the Equity Policy Center; 1302 18th St., NW; Suite 502; Washington, DC 20036.

Reny, Estelita F. 1981. "A Report on Afghan Refugees." This report discusses the needs of Afghan refugee women in the metropolitan DC area.

Available from the Language and Orientation Resource Center, Center for Applied Linguistics; 3520 Prospect St., NW; Washington, DC 20007.

RMC Research Corporation. 1980. "Evaluation of Refugee ESL Programs: Final Report." Hampton, New Hampshire, October 22, 1980. Contracted by the Office of Refugee Resettlement, Region I. One of the major recommendations was expanded services for women.

RN Magazine. "Indochina Moves to Main Street." A five-part series dealing with Southeast Asian child bearing practices, child care, cross-cultural health practices, mental health care and tropical diseases. September-December, 1980; January 1981.

Rodriguez, Angela. 1980. "The Emerging Cuban Women of Dade County." Paper presented at the Conference on the Special Needs of Hispanic Women in the Northeast Region: Health, Family and Work. Fordham University, November 10, 1980.

Soki, Margie and Kary Kambara. 1980. " . . . and Sisters from Indochina," The Asian American Journal, Vol. 3, No. 4; April 1980, pp. 32-35.

Walter, Ingrid. "One Year after Arrival: Adjustment of Indochinese Refugee Women in America," Lutheran Immigration and Refugee Service, New York City.

Available through the Lutheran Immigration and Refugee Service; 360 Park Ave., South; New York, NY 10010.

VIII
PARTICIPANT LIST

"Working Session on Program Development for Refugee Women"

April 30 and May 1, 1981

PARTICIPANTS

Claudine Ajeti
Office of Refugee Services
Deparment of Social Services
107 S. Broadway, #6005
Los Angeles, CA 90012
(213) 620-2728 (O)

Pat Barnes
Cuban Refugee Program
Fairfax County, VA
(703) 968-0405 (O)

Diana Bui
Indochina Refugee Action Center
1424 16th St., NW; Suite 404
Washington, DC 20036
(202)667-7810

Margaret Carpenter
US Coordinator's Office
Department of State
S/RM Room 7526
Washington, DC 20520
(202)632-5203 (O)

Nguyen Kimchi
ORR/HHS
Room 1229
330 C St., SW
Washington, DC 20201
(202)245-0403 (O)

JoAnn Crandall
Co-Director, LORC
Center for Applied Linguistics
3520 Prospect Street, NW
Washinton, DC 20007
(202)298-9292 (O)
(800)424-3701/3750 (Hot Line)

Lani Davison
Equity Policy Center
1302 18th St., NW; Suite 502
Washington, DC 20036
(202)223-8170 (O)

Charlene Day
LORC, Center for Applied Linguistics
3520 Prospect St., NW
Washington, DC 20036
(202)298-9292 (O)
(800)424-3701/3750

Kathy Do
ORR/HHS
Room 1229, Switzer Bldg.
330 C St., SW
Washington, DC 20201
(202)245-0403

Boi Hang
Vietnamese Women's Association o
Washington, DC area
Indochina Refugee Action Center
1424 16th St., NW
Suite 404
Washington, DC 20036
(202)667-7810

Cuc Huynh
Vietnamese Women's Association
1151 Earrington Court
San Jose, CA 95121
(408)286-9500 (O)

Yani Rose Keo
United States Catholic Charities
1111 Lovett Boulevard
Houston, TX 77006
(713)526-4611

Bok-lim C. Kim
Indochinese Service Center
1031 25th St.
San Diego, CA 92102
(714)235-9710

Debbie McGlauflin
Indochina Refugee Action Center
1424 16th St., NW; Suite 404
Washington, DC 20036
(202)667-7810

Vann Thann Meng
Indochinese Community Center
Cambodian Women for Progress
1628 16th St., NW
Washington, DC 20009
(202)462-4330 (O)

Lien Pham
Catholic Charities
2929 South Carrollton Ave.
New Orleans, LA 70118
(504)821-5390 (O)

Tran Thi Phuong
Vietnamese Women's Association
7817 Beard Court
Falls Church, VA 22043
(703)671-4100 (O)

Estelita Reny
LORC, Center for Applied Linguistics
3520 Prospect St., NW
Washington, DC 20007
(202)298-9292 (O)

Angela Rodriguez
Cuban Program
Spanish Family Guidance Center
747 Ponce de Leon, Suite 303
Coral Gables, FL 33134
(305)547-6074

Sovathary Hum
Cambodian Women for Progress, Inc.
Indochina Refugee Action Center
1424 16th St., NW; Suite 20036
(202)667-7810

Ruth Segal
Secretary, Committee on Rights
and Responsibilities of Women
HHS - Room 4-5-F, HHH
Washington, DC
(202)245-7418 (O)

Linda Turner
LORC
Center for Applied Linguisics
3520 Prospect St., NW
Washington, DC 20007
(202)298-9292
(800)424-3701/3750

Somchanh Vinaya
Lao Family Community (Homemaker Services)
3536 Carlin Spring Rd.
Bailey's Crossroads, VA 22041
(703)379-0196 (O)

Carrie Wilson
Indochinese Cultural Service Center
3030 S.W. 2nd Ave.
Portland, OR 97201
(503)241-9393 (O)

Ellen M. McGovern
ORR/Policy and Analysis Division
330 C St., SW
Washington, DC 20201
(202)472-6510 (O)

Evelyn Lee
Alcohol, Drug Abuse and Mental Health
Administration (ADAMHA)
Parklawn Blvd., Room 13-C-26
5600 Fishers Lane
Rockville, MD 20857
(301)443-3838